

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

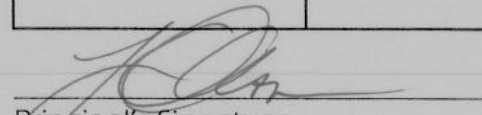
Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Albion Middle School District Jordan

Target Group: At risk 7th, 8th and 9th grade students

Target Group selection is based on the following data/information/school improvement goal: To improve student success for
at-risk students

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Improve grade point average - reduce # of failing grades	DRSL - Personal Social Response Communication Skills Learning to learn Skills Interpersonal Skills Standard VIII	H.E.A.R.T (Helping Educate At Risk Teens) Referral and identification process Weekly mentoring of identified students	Counselors Teachers Administration Staff Parent consent & support	Compare pre & post grades of targeted students being mentored	11/8/04 - 6/8/05	35 students grades 7,8 & 9


Principal's Signature

6/8/05
Date

Date of Staff Presentation

Carmel Wallace / Nancy Eavenson
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs


 ENTERED

Utah CGP- Closing the Gap Result Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

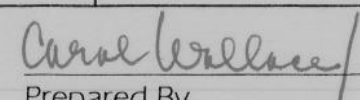
School Albion Middle School District Jordan

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Nancy Ennenga Carol Wallace	Students identified through HEART as being significantly academically "At Risk"	Tracking sheets Planners Student skills curriculum Incentives	11/8/04 - 6/8/05	35	1st quarter grades quarterly report cards Power School updates Teacher referrals Parent referrals	See attached information & graph	Not all students being mentored improved grades Those students with change in grades showed significant improvement No way to assess student connection to mentor or change in attitude


Principal's Signature

6/8/05
Date

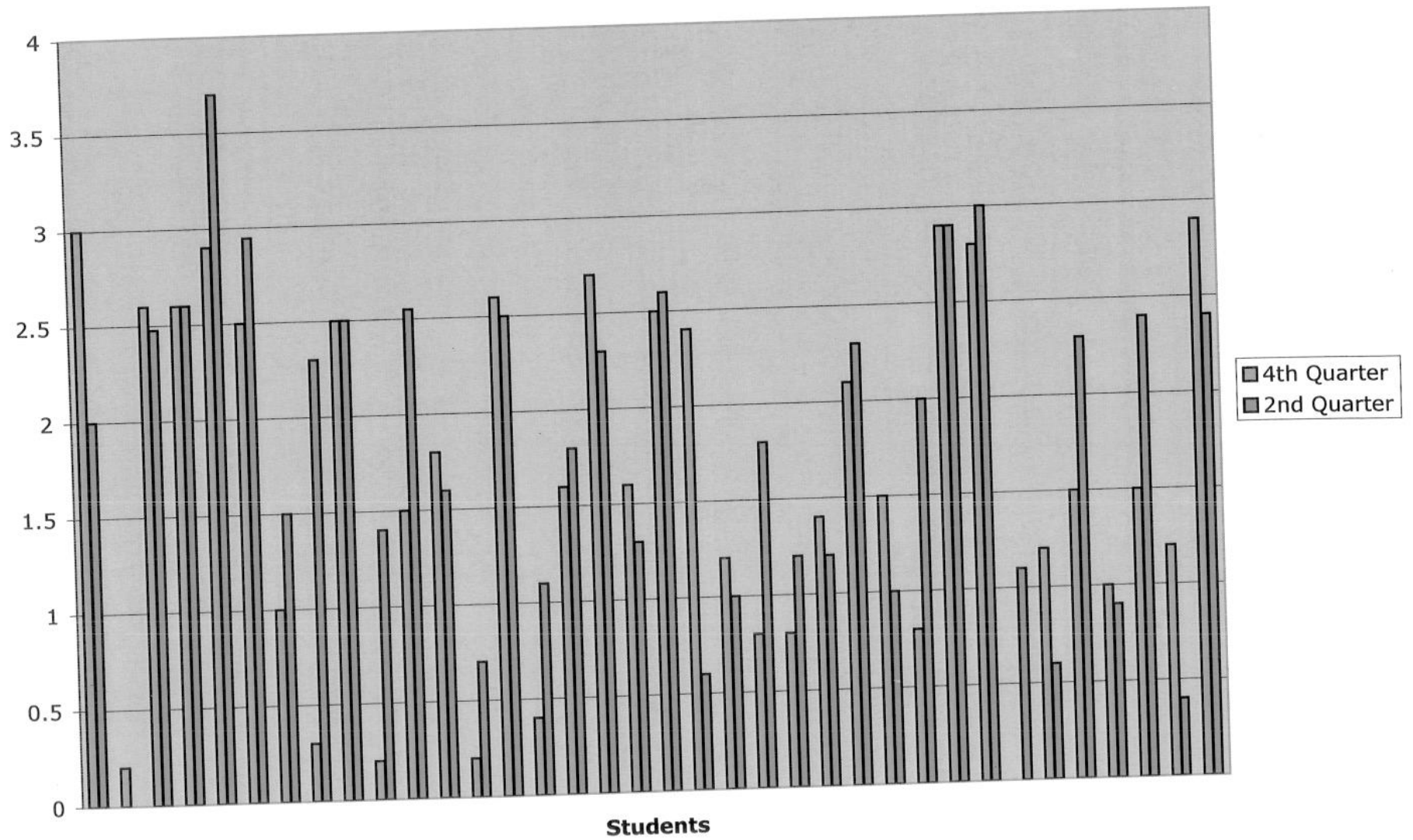
Date of Staff Presentation


Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation

Change in GPA



2004-05 HEART Mentoring Results

Percentage of Students Showing an Increase in GPA	41.7%
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Average increase in GPA	55.4%
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Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Butler Middle School District Jordan School District

Target Group: (whole school, entire class) 7th grade students

Target Group selection is based upon the following data/information/school improvement goals: _____ Data from 03/04 SY 7th

Grade SEOP Student/Parent % of attendance

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? E.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected Number of Students Impacted
Students will take parent notification of SEOP meeting to a guardian. Students will have a successful SEOP experience with a guardian	Students will learn to be responsible for their part of their SEOP meeting	Presentations to each of the 7 th grade classes regarding parent notification of SEOP meeting & purpose of meeting	counselor	Tracking each student & recording names of those who have returned signed parent notification form	April 18, 2004	331

Principal's Signature _____

Date _____

Date of Staff Presentation

Prepared by

*Adapted from the ASCA National Model: A Framework for School Counseling Programs



Utah CGP-Guidance Activities Results Report (Large Group) 2004-2005*

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School Butler Middle School

District Jordan

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of Students affected**	Perception Data: Pre and post test, competency attainment or student date **	Results Data: Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Will Williams	7 th Grade	Parent letter with instructions regarding SEOP mtg. & rationale for their participation	April 18, 2005	172	100% of the 7 th grade students were given the same info. 305 students returned parent signature forms to their TLC teacher	136% increase over 03/04 school year parent attendance at SEOP mtg. 273 students returned parent signature forms 03/04 school year 305 students returned parent signature forms 04/05 SY	Higher percentage of parent attendance at SEOP mtg. Students will earn higher grades (research) Students will be better prepared for 8 th grade SEOP

Beverly Bly
Principal's Signature

6/18/05
Date

Will Williams
Date of Staff Presentation

Will Williams
Prepared by

*Adapted from the ASCA National Model: A Framework for School Counseling Programs **Include actual numbers and attach data, examples, and documentation

TEACHER	PERIOD	PERCENTAGE	
Mrs. Calton	1	75%	28 → 21
Mrs. Calton	2	46%	28 → 13
Mrs. Calton	3	31%	29 — 9
Mrs. Darrah	2	52%	29 — 15
Mrs. Darrah	3	31%	25 — 8
Mrs. Hawkes	1	68%	28 — 19 19
Mrs. Hawkes	2	50%	28 — 14
Mrs. Hawkes	3	69%	26 — 18
Mr. Johnson	1	48%	27 — 13
Mrs. Rowe	1	50%	28 — 14
Mrs. Rowe	2	46%	26 — 12
Mrs. Rowe	3	52%	28 — 15

38% 03/04 parent attendance 12
 52% 04/05 " " 11

$$\begin{array}{r} 20 \\ 40 \end{array} = 200$$

2002

20 - 30 - 100

JORDAN SCHOOL DISTRICT
Dr. Barry L. Newbold - Superintendent of Schools

Middle School
STUDENT EDUCATION OCCUPATION PLAN COMPLIANCE FORM
2003-2004

School:	Butler Middle School
Principal:	Beverly Ashby

Please check the year(s) you are holding formal SEOP group and individual meetings

STUDENT EDUCATION OCCUPATION PLAN IMPLEMENTATION				
Grade Level	Individual SEOP meeting with student and parent	Individual SEOP meeting with student	Group meeting with student and parent	Group meeting with student
7th			✓	
8th	✓	✓		
9th				✓

STUDENT EDUCATION OCCUPATION PLAN ATTENDANCE					
Total Enrollment by Grade		Number of individual SEOP meetings held with parents and students in attendance		Number of individual SEOP meetings held with students without parents in attendance	
Grade Level	Total Number of Students	Total Number	Percentage <small>Number Held Total Number of Students</small>	Total Number	Percentage <small>Number Held Total Number of Students</small>
7th	379	w/parent 147	39%	without parent 222	59%
8th	352	190	54%	162	45%
9th	372	Small group without parents			91%

JORDAN SCHOOL DISTRICT
Dr. Barry L. Newbold - Superintendent of Schools

Middle School
STUDENT EDUCATION OCCUPATION PLAN COMPLIANCE FORM
2004-2005

School:	Butler Middle School
Principal:	Beverly Ashby <i>Beverly A</i>

Please check the year(s) you are holding formal SEOP group and individual meetings

STUDENT EDUCATION OCCUPATION PLAN IMPLEMENTATION				
Grade Level	Individual SEOP meeting with student and parent	Individual SEOP meeting with student	Group meeting with student and parent	Group meeting with student
7th			✓	
8th	✓	✓		
9th				✓

STUDENT EDUCATION OCCUPATION PLAN ATTENDANCE					
Total Enrollment by Grade		Number of individual SEOP meetings held with parents and students in attendance		Number of individual SEOP meetings held with students without parents in attendance	
Grade Level	Total Number of Students	Total Number	Percentage <small>Number Held Total Number of Students</small>	Total Number	Percentage <small>Number Held Total Number of Students</small>
7th	331	172	52%	151	46%
8th	374	269	72%	70	18%
9th	346	small group / no parents		312	90%

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Butler Middle School District Jordan School District

Target Group: 7-8th Grade students with a 2.5 GPA or lower who have 1 or more F's

Target Group selection is based upon the following data/information/school improvement goals: Grade Reports &

Power school.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Methods How will you measure results? E.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected Number of Students Impacted
Increase GPA by .5 or more/Practice & Apply skills to all academic subjects & homework.	Students will apply new skills to class & homework Tasks. Indicate a change in perception about Study Skills to increase GPA	Study Skills groups/5 students per gp. 5 Lessons over 5 week period with mid-week follow-up.	Guidance Counselor	Quarterly Grade Reports; Student Survey Pre-post; weekly interviews	Sept 04/ Apr 05	100

Principal's Signature

Date

Date of Staff Presentation

Prepared by

*Adapted from the ASCA National Model: A Framework for School Counseling Programs



ENTERED

Utah CGP-Closing the Gap Results Report (Small Group) 2004-2005*

Due to USOE by June 15, 2005; may be submitted in other formats but include all information as required below.

School Butler Middle School

District Jordan School District

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of Students affected**	Perception Data: Pre and post test, competency attainment or student data **	Results Data: Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Will Williams	All 7-9 th grade students with 1 or more F's & a 2.5 or lower GPA	Study Skills Lessons (5); Student pre-post Surveys; Tracking Sheets Parent Guides to Homework-A Primer.	Sept 04-April 05. Simultaneous groups.	74	Pre-Post Data included with report.	See included report.	Student achievement is directly related to study skills. Apply 5 skills to all academic tasks.

Beverly Arz
Principal's Signature

6/7/05
Date

Will Williams
Date of Staff Presentation
Prepared by

*Adapted from the ASCA National Model: A Framework for School Counseling Programs **Include actual numbers and attach data, examples, and documentation

CLOSING THE GAP ACTION PLAN 04/05

NAME	Pre- Intervention GPA	Post- Intervention GPA	GAIN/LOSS	Pre- intervention student survey	Post intervention student survey	GAIN/LOSS	Parent participationH omework Primer	GAIN/LOSS
GP 1	1	0.8	-0.2	1	4	3		
	2	2.9	0.9	3	4	1	X	0.9
	2	2.1	0.1	2	3.5	1.5		
	0.1	0.7	0.6	1	4	3		
	0.9	0.1	-0.8	4	5	1		
	0.2	1.1	0.9	1	2.7	1.7	X	0.9
GP 1A	2.7	2.2	-0.5	1	3.3	2.3		
	1.3	1.9	0.6	1	2.5	1.5		
	0.4	2	1.6	1	4	3	X	1.6
	1.3	1.2	-0.1	3	4.5	1.5		
gp 2	1	1.2	0.2	2	3.5	1.5		
	0.6	0.9	0.3	3	4	1		
	0.5	1	0.5	2	4	2	X	0.5
	0.9	1.4	0.5	1	3	2	X	0.5
	1.3	2	0.7	3	3.5	0.5	X	0.7
GP 3	0.2	0	-0.2	3	4.5	1.5		
	0.1	0.7	0.6	2	4	2	X	0.6
	2.2	2.5	0.3	2	3.7	1.7		
	1.9	2.1	0.2	2	2	0	X	0.2
	1.6	1.7	0.1	2	2.7	0.7	X	0.1
GP 3A	2.5	0.9	-1.6	1	3.3	2.3		
	1.8	1.2	-0.6	1	3	2		
	2.2	1.1	-1.1	3	3.5	0.5		
GP 4	0.7	0.8	0.1	4	4.5	0.5		
	1.6	1.4	-0.2	5	5	0		
	0.7	0.9	0.2	0	2.5	2.5		
	2.8	2.9	0.1	2	2.7	0.7		
GP 5	0.2	2.6	2.4	2	3.3	1.3	X	2.4
	0.7	1.6	0.9	1	3.5	2.5	X	0.9
	0.8	2.9	2.1	3	3	0	X	2.1
	1.2	2.1	0.9	2	3	1		
	0.6	1.1	0.5	2	4	2		
GP 6	0.7	1.4	0.7	2	2.7	0.7		
	1.5	2.2	0.7	1	3	2		
	0.6	0.8	0.2	1	3.3	2.3		
GP 7	0	1.4	1.4	1	2.7	1.7	X	1.4
	1.2	2.1	0.9	3	4.5	1.5		
	0.6	0.3	-0.3	2	3	1		
	0.1	0	-0.1	2	2.3	0.3		
	2.1	2.8	0.7	1	2.7	1.7		
GP 8	0.4	0.7	0.3	1	3	2		
	1	1.2	0.2	4	4.5	0.5		
	1.3	2.3	1	2	4	2	X	1
	1.4	2.3	0.9	2	3.5	1.5	X	0.9
GP9	1.3	2.2	0.9	2	3.6	1.6	X	0.9
	0.5	0.9	0.4	1	2.5	1.5		
	0.3	1	0.7	2	2	0	X	0.4
	1.4	1.7	0.3	3	4.3	1.3	X	0.3
	1.8	1.7	-0.1	1	3.3	2.3		
GP 10	0.7	0.5	-0.2	1	4	3		
	1.3	0.1	-1.2	1	2.5	1.5		
	0.8	2.9	2.1	1	5	4	X	2.1
	0.1	2.6	2.5	3	4.3	1.3	X	2.5
GP 11	0.8	1	0.2	3	3.5	0.5		
	1.5	2.3	0.8	1	3.3	2.3	X	0.8
	1.7	2.1	0.4	2	2.5	0.5		
	1.6	0.6	-1	1	2	1		
GP 12	1.6	1.4	-0.2	2	1	-1		
	0	1	1	1	2	1		
	1.8	2	0.2	1	1.5	0.5		

CLOSING THE GAP ACTION PLAN RESULTS

- 73% of participants improved their GPA
- 27% made no gain or had a lower GPA post intervention
- 21% improved their GPA by 1.0 or more
- 47% improved their GPA by .1 to .9
- 5% improved by 2.1 or more
- 94% of the participants felt Study Skills Group had benefited them, & that there is a high correlation between study skills & academic success.
- 95% of the participants changed their perception of the value of good study skills positively.
- 79% of that population only slightly understood the importance of good study skills as indicated in the pre-survey & prior to intervention.
- 100% of those participants whose parents used the Study Skills Primer at home with their student improved their GPA

CONCLUSIONS:

Data indicates small group instruction has positively effected student participants' GPA, their understanding of the importance of gaining appropriate Study Skills, and applying them in their academic work; therefore, small group instruction should be continued.

Also, data shows the need to continue providing parents with the Study Skills Primer, showing them how to use it, and following up with them throughout the 5 week period.

GP 13	0.8	1.7	0.9	1	2.3	1.3	
	1.4	2.4	1	1	2	1	
	2.2	3.4	1.2	1	1.5	0.5	
	0.3	1.1	0.8	1	2	1	
GP 14	0	1	1	3	3.3	0.3 X	1
	1.7	1.6	-0.1	1	3.5	2.5	
	2.9	2.3	-0.6	2	4	2	
	1.1	0.7	-0.4	0	4	4	
GP 15	1.3	1.2	-0.1	2	3.8	1.8	
	0.7	2.1	1.4	3	4	1 X	1.4
	1.1	2.8	1.7	2	3.8	1.8 X	1.7
	0.9	1.9	1	1	4.3	3.3	
	2	2.9	0.9	1	4.2	3.2	
	0.5	2.1	1.6	1	4.8	3.8 X	1.6

Parent participation using Homework Primer: 25/33 parents used Primers consistently. RESULTS: 100% of those students made GPA gains from 0.1 to 2.5. Average gain = 0.912

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Crescent View Middle District Jordan

Target Group:(whole school, entire class) 8th and 9th grade students

Target Group selection is based upon the following data/information/school improvement goals: One of the school improvement goals is to give students up-to-date information about careers, interests, and graduation from high school.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Understand their responsibilities for graduation.	AL:A1 AL:A3 AL:C1 AL:C2	Classroom presentations through SS classes. Complete 4 yr plan discuss:BSCT, college entrance and testing.	SEOP Counselor	B/A completed 4 yr. plans and career checklist (8) B/A completed 4 yr plan using "Sr. High Course Catalog."(9)	9/14/04- 10/22/05	Every 8 & 9 grader
See the benefits of self-evaluation when choosing a career.	AL:B1 AL:C2 LC:A2 LC:C1 LC:C2	Classroom presentations through SS classes "UT Student Career Planning Guide."	SEOP Counselor	B/A completed "Career Identity" and "Learning More Effectively" in career planner(9).	5/24/05- 6/7/05	Every 9th grader

Theresa Davenport
Principal's Signature

695
Date

Sept 14, 2004
Date of Staff Presentation

Mary Jo Maeder
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



Utah CGP-Guidance Activities Resu' Report (Large Group) 2004-2005*

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School Crescent View Middle School

District Jordan School District

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Maeder	8 & 9 grade	Sr. High (8&9) Course Catalog Amer. Careers How to Get the Most Out of High School (8) 4 Yr. Plan (8 & 9)	9/14/05 10/22/05	Every 8th & 9th grader		Students are better able to complete 4 yr. plans and high school registration.	Overall, students are seeing the bigger picture.
Maeder	9 grade	UT Student Career Planning Guide	5/24/05 6/7/05	Every 9th grader		Students are better able to make decisions and set goals pertaining to careers.	Students can make more informed decisions.

Harry Devenberg
Principal's Signature

6-9-5
Date

May 31, 2005
Date of Staff Presentation

Mary Jo Maeder
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Crescent View Middle District Jordan

Target Group: 9th Grade

Target Group selection is based on the following data/information/school improvement goal: Passing grades in core subjects

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
Acceptable work in core classes to obtain passing grades.	AL:A3 Achieve School Success. AL:A2 Acquire skills for improving learning.	Students who had failed core classes in 7&8 grade receive intervention through a study skills class.	Selected certified teachers for 2 classes.	Please see attached evaluation of students Number of failing core classes compared to 7th and 8th grade year.	Sept 1, 2004 June 10, 2005	77

Theresa Davenport
Principal's Signature

6-9-5
Date

Aug 24, 2004
Date of Staff Presentation

Colin Condit
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



Utah CGP- Closing the Gap Result Report (Small Group) 2004-2005*

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School Crescent View Middle

District Jordan

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Shuck Condit Mauder	9th Grade	Contracts Planners Power School Attendance	9-1-2004 6-10-2005	77		Please see attached evaluation	

Christa Dwyerberg
Principal's Signature

6-9-5
Date

May 26, 2005
Date of Staff Presentation

Colin Condit
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation

Land Trust Report of the 2004-05 school year

- 1.
- 2.

3. (Rodney) Briefly report how the school implemented the plan and how the school LAND trust money is being spent:

The plan for Crescent View Middle School for 2004-05 was for all ninth grade students to perform class work acceptable for passing grades in core subjects. Students targeted for grant intervention fell into two categories and were served by either the Study skills class or the Mentoring program. Student who had failed a significant number of core classes in 7th and 8th grade received intervention through the Study Skills class. Those who began to fail core classes during the current school year received help through the Mentoring program.

Your measurement of student improvement: Fifteen students had consistently failed core classes in 7th and 8th grades and were included in a Study Skills class at the beginning of the school year. Six more students were added second, third and fourth quarters as the need became apparent and as funds were available. The following tables show the total number of "F" grades and average GPA of these twenty-one students during 7th and 8th grades without Study Skills, compared to the same data during 9th grade with the Study Skills class.

Results for students who began the 2003-04 school year in Study Skills:

Student #	7th GPA	7th F's	8th GPA	8th F's	9th GPA	9th F's
#1	2.1	2	2.1	4	2.5	1
#2	1.1	13	0.8	13	3.0	0
#3	2.3	1	2.5	3	2.6	0
#4	1.3	5	1.2	11	2.2	2
#5	n/a	n/a	1.4	9	2.6	0
#6	0.8	11	1.4	8	1.9	3
#7	1.5	8	1.1	11	2.6	0
#8	1.5	5	0.5	13	2.1	0
#9	1.5	7	1.3	9	2.3	0
#10	2.2	0	1.2	11	2.3	0
#11	1.3	7	1.4	10	1.2	3
#12	2.2	0	2.6	1	3.4	0
#13**	n/a	n/a	0.5	16	0.8	9
#14	2.3	0	1.4	9	2.0	2
#15	1.4	9	1.6	6	2.3	2
Totals	1.65	68	1.4	134	2.51	22

4. Financial Report

School LAND Trust funds received this year	\$25,247.00
Carried over from last year (2003-04)	9,025.00
TOTAL	\$34,272.00

Enter Actual Expenditures – spent or encumbered this school year
(including summer programs)

Professional and Technical services	\$0
Computer Equipment /Software	\$15,285.76
Textbooks/Workbooks/Readers	\$0
Library	\$0
Supplies	\$0
Other Purchased Services/field Trips (student transp, trave, admissn)	\$1,346.19
Personnel (salaries and benefits)	\$15,150.00

5. How did the committee publicize the

The Study Skills and Mentoring programs have been presented to the PTSA and the School Community Group. They have been informed of the progress and success of the students involved. Letters were or will be sent to the local school board, governor, state senator, representatives, congressional delegation and the State School Board. The plan will be publicized in the local school newsletter in mid-May. This program was also spotlighted as one of Utah's successful education programs and presented at a meeting of superintendents in Washington, D.C. in 2002.

6. Letters

Governor John Huntsman

US Sen.

7. (sh: click)

8. single year

10

11

12. What will you do and how will the money be spent to improve student academic performance:

Crescent View Middle School has identified a need for improved 9th grade academic achievement, especially in the core areas of language arts, math, science and social studies. Our goal is to have all 9th grade students perform class work acceptable for passing grades in core subjects. To reach this goal, Study Skills classes will be taught as elective classes to 9th grade students who have consistently failed core courses in their 7th and 8th grade years and are not eligible for special education services. The students who are enrolled in the Study Skills class will be the most "At-Risk" students as identified by rate of failure in 7th and 8th grades. Other students who have less dramatic rates of failure and have shown the ability and desire to pass core courses will be included in our

Results for students who were added 2nd, 3rd, or 4th quarter:

Student #	7th	7th	8th	8th	9th	9th	9th	9th
	GPA	F's	GPA	F's	GPA	F's	GPA	F's
					Before	Before	After	After
#16	1.8	7	0.5	7	0.5	7	1.5	2
#17	2.2	2	1.6	7	1.75	3	1.77	1
#18	2.8	0	2.6	0	2.4	1	n/a	n/a
#19	n/a	n/a	n/a	n/a	1.3	1	n/a	n/a
#20	0.8	15	0.7	15	1.95	0	3.1	0
#21	2.4	1	3.0	0	2.9	2	n/a	n/a
Totals	2.0	25	1.68	29	1.8	14	2.1	3

In addition to the twenty-one students above, other students showed a pattern of failure during their 9th grade year. As these students began to fail core classes, they were included in the mentoring program through which they were involved in individual goal setting and contracting between the school, parent and student with the aim of improving skills in the areas of organization, communication and time management. Students were tracked each quarter and assigned a teacher mentor if they were receiving failing grades in core subjects in 9th grade. The following are the results of the mentoring program.

	1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4th Qtr.
Number students failing classes before intervention	58	73	77	data not yet available
Number students failing classes before intervention	9	31	35	data not yet available
after intervention				

Your measure of student improvement: The measurement of student improvement was a comparison of the numbers of classes students passed before and after the intervention as well as a comparison of students' GPA's before and after the intervention.

What has this program allowed the school to do for students that would not have happened without funds: Without the interventions made possible by the School Land Trust Grant, these students would have entered high school with a deficit in the numbers of credits needed for graduation. They would likely never have gained the skills necessary to succeed in an academic setting. It is probable that most of these students would never have had a respectable GPA that they were proud of and the satisfaction of that accomplishment.

In addition, the School Land Trust Grant has also made it possible for CVMS to purchase computer software so we can start a reading skill builder and remediation program for 2005-06.

Utah CGP – Guidance Activities Action Plan (Large Group) 2004-05*

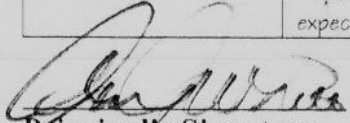
School Eastmont Middle

District Jordan

Target Group Incoming 7th grade students, 2004-05

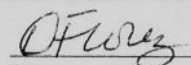
Target Group selection is based on the following data/information/school improvement goal: Create a smooth transition from elementary to middle school for entering 7th grade students as measured by a survey to establish a baseline. CSIP Goal: School atmosphere, 2a #3

Intended Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
New 7 th grade students and their parents will become familiar with the building, routine school day, school and homework expectations, and staying organized.	<p>(1st day of middle school).</p> <p>CGP Outcome: Personal/Social Development: use processes to set and achieve goals, make decisions, solve problems.</p> <p>DSRL Goal—Prepare each student to be: a responsible citizen, who demonstrates the 3 R's--rights, respect and responsibility; and a life-long learner who sets personal goals and develops learning skills that will help achieve these goals.</p> <p>Practice procedures & expectations at EMS</p>	7 th grade students will attend all 7 classes, meet teachers, eat lunch, open lockers, learn Main, Guidance & Attendance office Procedures, Planner use, etc. in a condensed ½ day of school. Parents and students also attend small group SEOPs in evening to learn about Power School, TLC and general school behavior.	<p>Steering Committee</p> <p>Booklets on Transition issues from elementary to middle school.</p> <p>Planners</p> <p>Current 7th graders write what new kids need to know.</p> <p>Student Body Officers</p> <p>Career Center to demonstrate Power School</p>	<p>Process Data: Half-day orientation for incoming 7th graders.</p> <p>Perception Data: survey of knowledge gained in knowing what to do and to expect at middle school.</p> <p>Results Data: 7th grade transition to m.s. improved by students being able to open lockers, find classes, use planner, and know expectations and resources.</p>	<p>Staff Meetings: 2 in May and 1 in Aug.</p> <p>1 post-meeting in August to evaluate.</p> <p>Students: Orientation ½ Day: 8/26 9:30 –1:30</p> <p>SEOP with parents: 8/26 in the evening.</p>	308 incoming 7 th grade students for the 2004-05 school year.


Principal's Signature

5/5/05
Date

5/5/05
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**Attach data, examples and documentation



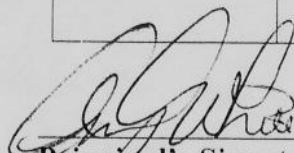
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Utah CGP – Guidance Activities Results Report (Large Group) 2004-05

School Eastmont Middle

District Jordan School District

Counselor	Target Group	Curriculum And Materials	Start Date End Date	Process Data Number of students affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement related/data and/or skills/competence data**	Implications (What does the data tell you? What can the student do with this now?)
Florez Neff	308 incoming 7 th grade students and their parents/guardians	Planner; Building tour scripts for teachers and student body officers; Body Brain Basics; transition brochures: Learn about Starting Middle School; What's Up with Starting Middle School; What Every Student Should Know About Starting Middle School	Staff Planning Meetings: May 10, 2004 and May 18, 2004; and, August 25, 2004 Half-day mock school day with students August 26, 2004 Evening small group SEOP with Parents August 26, 2004	177 incoming 7 th grade students participated 114 parents/guardians attended	Pre-and post-orientation survey to students and parents	177 students increased knowledge of procedures and expectations of middle school; over 95 % demonstrated that they knew: how to open lockers, where classes were located, how and where to pay lunch money, and basic procedures to make it through the school day.	Nearly 100% of attendees became familiar with the school and the basic procedures for making it easily through the school day. New this year: more time for opening lockers; self-tours after w/parents; written procedures for each office area were posted. Clearly, this activity is a big help to new 7 th graders and parents. Fewer participants this year due to declining enrollment.


Principal's Signature

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**Include actual numbers and attach data, examples and documentation

7th Grade S.E.O.P. Survey - 2004-05

Were all your questions answered?

Yes____ No____

If no, please write the questions that you still have: (more space on back)

We'll do our best to answer your remaining questions. Please write your name and phone number so we can contact you.

Student Name_____

Phone_____

Please answer the following:

I am familiar with the building and know where my classes are located. Yes____ No____

I know where my locker is located, Yes____ No____ and how to open it. Yes____ No____

I know where to pay my lunch money, Yes____ No____ and to deposit it by ____ A.M. (time)

I know how to use the cafeteria, proper etiquette, and how to clean up. Yes____ No____

I know where the auditorium is located, and proper etiquette. Yes____ No____

I know how to use the services of the Attendance Office. Yes____ No____

I know how to use the services of the Main Office. Yes____ No____

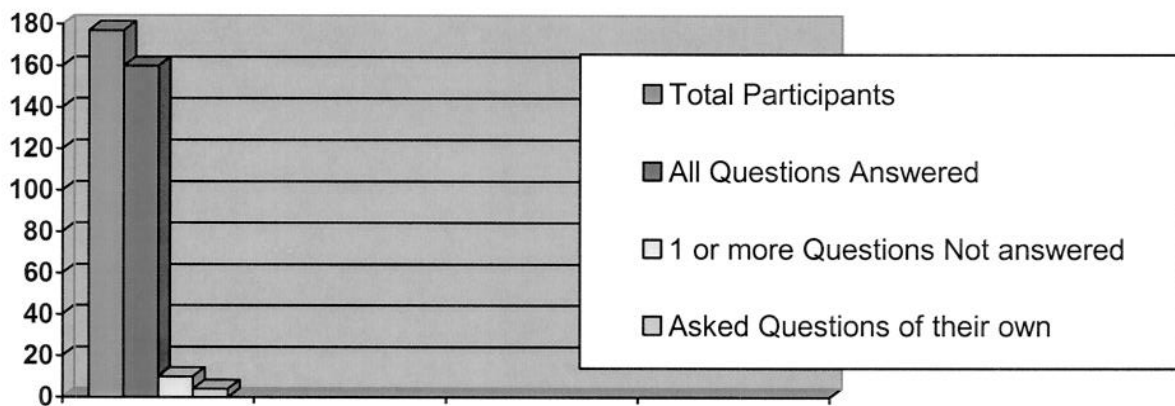
I know how to use the services of the Guidance Office. Yes____ No____

I have my Planner and know how to use it to keep track of my homework on a daily basis. Yes____ No____

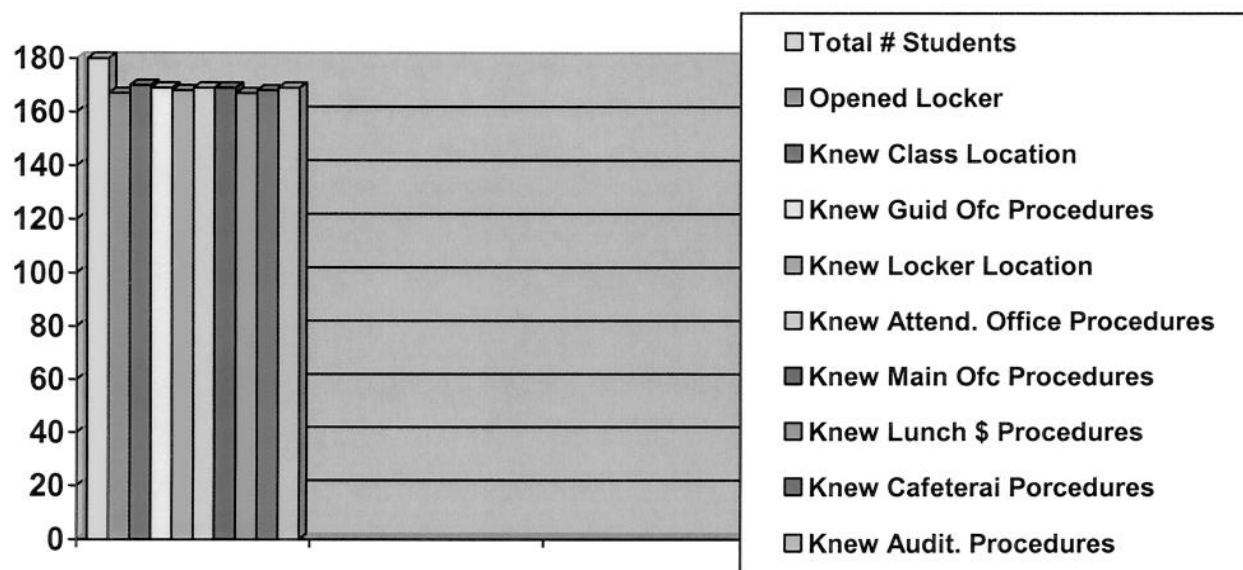
I will carry my Planner with me to each class because:

A pre-orientation survey, by show of hands, indicated that 0 (zero) number of students answered “yes” to any question.

Post-Orientation survey:



Number of Students who learned all Procedures and Skills:



Utah CGP – Closing the Gap Action Plan (Small Group) 2004-05*

School Eastmont Middle


District Jordan

Target Group Twenty-one, 7th grade students with an F(s) in core subject and a gpa below 2.0 at mid-term, 1st qtr. (2004-05)

Target Group selection is based on the following data/information/school improvement goal: CSIP Goal: Academic Improvement 7a, #4

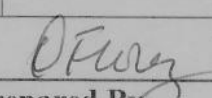
Academic Improvement through improved organizational skills, use of Planner, and development of positive character traits.

Intended Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity (ies) or Intervention (s)	Resources/Staff Development Needed	Evaluation Method How will you measure results?	Start/End Dates	Projected # of Students Impacted
Improve the gpa of 21 7 th grade students w/a 1 st qtr mid-term gpa below 2.0, w/an F(s) in a core subject(s), by teaching student to use Planner and Power School to self-monitor progress to stay current on assignments; know resources for assistance.	DSRL: life-long learner who initiates own learning by setting personal goals and developing individual learning skills that will help achieve those goals.	Encourage self-monitoring through Individual SEOPs and parent/student consultation by phone, e-mail, notes home; instructions on Planner use, and access to Power School printouts in Career Center. Individual tutoring & referral to Study Skills as needed.	Teachers: respond to e-mails and/or sign Planners as needed; provide enrichment schedule; and, arrange for parents to meet as needed.	Process Data: SEOP, parent/student contact re. Planner, and Power School use for homework and assignment completion. Perception Data: questionnaire to student/parent/teachers Results Data: Maintain or improved gpa for remainder of 7 th grade.	Nov. 17, 2004 through April 7, 2005	21 7 th grade students


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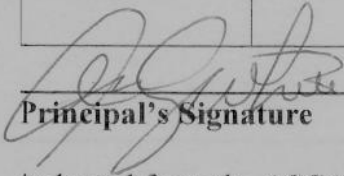
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Utah CGP -- Closing the Gap Results Report (Small Group) 2004-05*

School Eastmont Middle

District Jordan

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data Number of students affected**	Perception Data Pre and post test competency attainment or student data**	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Florez Neff	21 7 th grade students with a 1 st qtr mid-term gpa below 2.0	SEOP form Study Skills handouts Planner use Power School information & access in Career Center to self-monitor Flyer on Before /After School Study Skills Classes	Nov. 17, 2004 – April 7, 2005.	21 students attended the SEOP w/at least one parent; or provided phone or written confirmation to counselor; students shared Planner use and Power School reports w/counselor to verify self-monitoring	After training on Planner use and Power School to self-monitor: 12 students began to use their Planners; 7 attended study skills after school; 17 used Power School	12 improved their gpa's from 1 st quarter to 3 rd quarter; 2 withdrew	The intervention was effective for 12 of the 21 students re. gpa. Random monitoring by counselor appeared to increase self-monitoring by student. Also, Students demonstrated other strengths: initiative to change schedule for better teaching/learning environment &/or ask for help or resources.


Principal's Signature

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**Include actual numbers supporting conclusions and attach data, examples and documentation

7th Grade Core Subject - SEOP with Interventions

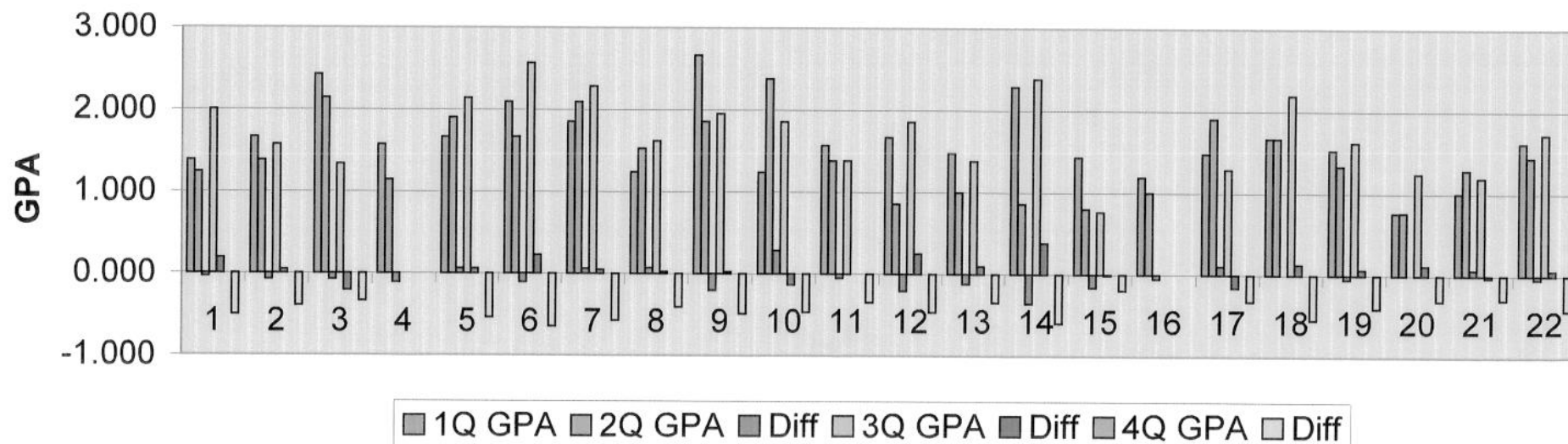
Impact on Student GPA

2004-2005

ALL

	Student Name	Gender	Race	P Res.	1Q GPA	SEOP	P S	Sch Chg	Study S	2Q GPA	Diff	3Q GPA	Diff	4Q GPA	Diff	Notes
1		F	C	Y	1.383	11/22 SM	N/N	N	M S R	1.239	-4%	2.001	19%		-50%	deaf R ear, poss. ADD
2		F	C		1.667	12/10 SM	Y/Y	N	M S R	1.383	-7%	1.573	5%		-39%	
3		M	H		2.428	11/23 SM	Y/Y	N	M S R	2.144	-7%	1.334	-20%		-33%	
4		F	C		1.572	11/23 SF	N/N	N	M R S	1.144	-11%					Withdrew
5		M	C		1.667	11/23 SF	Y/N	N	M S R	1.904	6%	2.141	6%		-54%	
6		F	C		2.095	11/23 SF	Y/N	N	M S R	1.669	-11%	2.571	23%		-64%	
7		F	C		1.855	11/24 SM	Y/Y	N	M S R	2.096	6%	2.287	5%		-57%	
8		M	C	Y	1.240	11/24 SM	Y/Y	N	M S R	1.526	7%	1.620	2%		-41%	
9		M	C		2.666	11/24 SM	Y/Y	N	M S R	1.857	-20%	1.953	2%		-49%	
10		M	C		1.238	11/2 SP	N/Y	N	N	2.381	29%	1.857	-13%		-46%	
11		M	B		1.571	1/26 SP	Y/Y	N	M S R	1.381	-5%	1.381	0%		-35%	
12		M	I		1.668	12/15 S	Y/Y	N	M S R	0.857	-20%	1.856	25%		-46%	
13		F	C		1.477	11/15 SP	Y/Y	Y	M S R	1.000	-12%	1.383	10%		-35%	
14		M	C		2.285	11/4 SP	Y/N	N	M S R	0.859	-36%	2.383	38%		-60%	
15		F	C		1.430	10/20 SP	N/N	Y	N	0.800	-16%	0.763	-1%		-19%	H & H
16		F	C		1.191	12/15 S	N/N	Y	N	1.001	-5%					Withdrew
17		F	C		1.477	8/19 SP	N/Y	Y	N	1.904	11%	1.286	-15%		-32%	
18		F	C		1.666	11/4 SP	Y/Y	Y	N	1.666	0%	2.190	13%		-55%	H & H
19		F	C		1.524	12/6 SP	Y/Y	N	M S R	1.333	-5%	1.620	7%		-41%	
20		F	C		0.761	12/15 S	Y/N	N	M S R	0.763	0%	1.239	12%		-31%	
21		M	C		1.001	8/31 S	N/N	N	M S R	1.286	7%	1.190	-2%		-30%	
Ave.					1.612					1.438	-4%	1.717	6%	#DIV/0!	-43%	

7th grade Students with F in Core Subjects, SEOP Interventions



Pre-Survey 7th grade 2004-2005

Yes No

- _____ 1. Have you attended an S.E.O.P. (Student Education Occupation Plan) meeting with your counselor?
- _____ 2. Do you use your Planner to keep track of assignments and plan your homework?
- _____ 3. Have you attended a Study Skills class after school this year?
- _____ 4. Do you use Power School to keep track of your grades and assignments?

Post-Survey 7th grade 2004-2005

Yes No

- _____ 1. Have you attended an S.E.O.P. (Student Education Occupation Plan) meeting with your counselor?
- _____ 2. Do you use your Planner to keep track of assignments and plan your homework?
- _____ 3. Have you attended a Study Skills class after school this year?
- _____ 4. Do you use Power School to keep track of your grades and assignments?

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School: Elk Ridge Middle School

District: Jordan

Target Group: All Grade Levels

Target Group Selection Is Based upon the Following Criteria: Students failing one or more classes and is aligned with Goal #7 (academics) in the School Improvement Plan

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner	Resources/ Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
To reduce the number of students failing one or more classes	To increase organizational skills, accept more personal responsibility, be held more accountable and practice better time management	Guidance Center utilization of tracking instrument to monitor tardies, behavior, homework assignments and current grades. Tracking sheets signed daily by instructors and parents and received by guidance staff.	Use of grade reports, tracker sheets, Power School to monitor current grades and academic progress.	Guidance Counselors, office staff and Guidance Center Aide. Spreadsheet report to track individual commitments and academic progress	October 2004 – June 2005	All students failing one or more classes. Approximately 300 students


Principal's Signature

6/10/05
Date

Date of Staff Presentation


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*adapted from the ASCA National Model: A Framework for School Counseling Programs

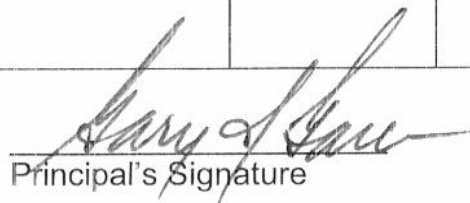
Utah CGP- Guidance Activities Results Report (Large Group) 2004-2005

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School: Elk Ridge Middle School

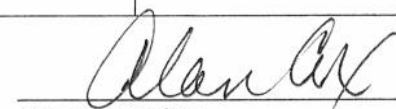
District: Jordan

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of Students affected**	Perception Data: Pre and post test, Competency Attainment Or student data**	Results Data: Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications:
Kathy Dzierzon Alan Cox	All students failing one or more classes	Power School mid-term progress reports, tracker sheets	Oct. 2004 June 2005	Approximately 300 students	Baseline grades from 1 st /2 nd quarter of school year.	Number of failing students was decreased by 25% due to the interventions used.	Students who were academically motivated did make a change in academic GPAs. Chronically failing students who were not motivated by process found it more difficult to improve GPA.


Principal's Signature

6-10-05
Date

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*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School: Elk Ridge Middle School

District: Jordan

Target Group: All Grade Levels

Target Group selection is based on the following data/information/school improvement goal: Students who have been identified to participate in the "Tracker" program as referred by counselors, parents and student requests. Aligned with school improvement plan goal #7 (academics) and goal #8A (School Atmosphere).

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Interventions(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? E.g. "From Sample Classrooms of tenth graders .."	Start/End Dates	Projected # of Students Impacted
<p>To increase organizational skills and overall academic performance</p> <p>To reinforce positive behavior in the classroom</p>	<p>To assist students in their academic skills</p> <p>Students increase their knowledge and decision making skills</p> <p>Improve communication between student and parent</p>	<p>Weekly trackers are reviewed</p> <p>Meet with students on average twice a month</p> <p>Reward students monthly based on positive review of trackers</p>	<p>Tracker Sheet</p> <p>Power School</p> <p>Grade Report</p> <p>Mid-term Report</p> <p>Contract between parent, student and counselor</p>	<p>Bi-weekly student interview</p> <p>Monthly performance evaluation to determine reward</p> <p>End of quarter evaluation of progress and academic /behavioral improvement</p>	<p>October 2004 June 2005</p>	<p>Approx. 57 students</p>

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Date

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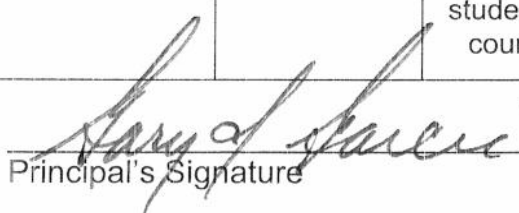
Utah CGP-Closing the Gap Results Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School: Elk Ridge Middle School

District: Jordan

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data Number of students affected**	Perception Data Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Kathy Dzierzon Alan Cox Andy Baggs (Psychologist) Tiffany King (Guidance Aide)	All students referred into the "tracker" program	Tracker Power School Grade Report Mid term report Contract between parents, students and counselor	October 2004 June 2005	Approx. 57 students	2 nd quarter grade point average Number of missing assignments and tests.	43% increase in grade percentage 55% increase positive behavior in classroom 75% increase in organizational skills.	Students who consistently completed their trackers and demonstrated parental communication showed improvement in organizational, academic and behavioral skills. Students will continue to utilize the skills learned through participation in the "tracker" program and continue organizational and academic success


Principal's Signature

6-10-05
Date

Date of Staff Presentation


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*adapted from the ASCA National Model: A Framework for School Counseling Programs

**include actual numbers supporting conclusions and attach data, examples, documentation, and academic success.

Utah CGP-Guidance Activities Activity Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Indian Hills Middle District Jordan

Target Group:(whole school, entire class) 8th + 9th Grade Students

Target Group selection is based upon the following data/information/school improvement goals: Needs Assessment, and CSIP.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
Students GPA's will improve based on possible connections made as a result of CDM presentation	Standard VIII DRS's Life long learner Responsible Citizen Resourceful Thinker	Counselors will deliver Guidance Curriculum in form of Career Decision Making Model (CDM). Administered to all 8 th + 9 th grade students in their math classes	CDM. Counselors to do the presentation	Random samples of 8 th + 9 th grade math classes comparing 1 st trimester GPA's to 2 nd trimester GPA's.	Oct. 04 to March 05	824

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Date of Staff Presentation

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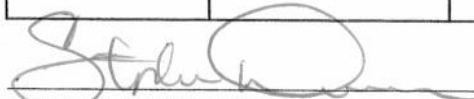
Utah CGP-Guidance Activities Resu' Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Indian Hills Middle

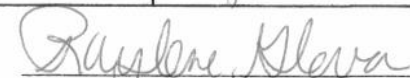
District Jordan

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Raylene Glover Richard Farley Interns: Brian Gunnell Heidi James	8th + 9th grade Students	CDM Guidance lesson plans on improving grades.	Oct. 25, 2004 to March 9, 2005	824	A random sample was taken of 8th + 9th grade students in 4 different levels of Math, including Pre-algebra, algebra, geometry, + Algebra II.	62% of the students GPA's sampled remained the same or improved, 38% went down. 70% of those students whose GPA's went down were in the lower math classes - (Pre-Algebra + algebra)	1- Some students may not have the maturity to connect GPA to future job implications 2- Perhaps we need to administer the CDM at a different time of year. 3- Possibly change the delivery of the CDM in the lower level math classes


Principal's Signature

5/31/05
Date

5/24/05
Date of Staff Presentation


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*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*


Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Indian Hills Middle District Jordan

Target Group: At Risk students in 7th, 8th, 9th

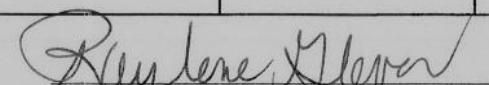
Target Group selection is based on the following data/information/school improvement goal: CSIP, DRSL's, CGP standard VIII

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
As 7 students self-esteem increases so does their GPA	<u>standard VIII</u> DRSL's Life long learner Effective Communicator Responsible Citizen Resourceful Thinker	Study skills groups with self-esteem lessons.	Counselors Lesson plans on study skills + self-esteem	GPA's of targeted students	Sept. 04 to March 05	25


Principal's Signature

5/31/05
Date

5/24/05
Date of Staff Presentation


Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



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Utah CGP- Closing the Gap Result Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Indian Hills Middle

District Jordan

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Raylene Glover Richard Farley	7-8-9 grade At Risk Students	Study Skills & self-esteem lessons	Sept. 04 March 05	25	Data used: failing grades, poor attendance, teacher + parent concerns input from administrative team (including counselors)	48% of the students who were in the groups GPA went up. 52% of them went down.	1. That we need more information i.e. pre + post self esteem test. 2. Possibly we need to run the groups longer than 6 weeks. giving more counselor/ student time. 3. It is our hope that students take their new skills + implement them in their daily lives including home + school.

Principal's Signature

Date

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**Include actual numbers supporting conclusions and attach data, examples and documentation

Results of F.R.O.G. 04/05
School Wide Advisory program
"Fully Realizing Our Greatness"

Joel P. Jensen Middle School

Wendy Bartlett
Jim Jackson
Mark Stanley

The 04-05 school year was the first year we implemented a school wide advisory as a part of our program. Teachers are assigned a group of approximately 24 students. Study skills, social skills, reading, and current events have all been part of the program. Teachers track student progress at least every other week. School announcements are made during FROG and channel one is seen by students. This allows the teacher to process with the students any topic shown in channel one that is appropriate or desirable. Counselors have assisted and instructed in FROG classes. We have assisted in preparation of instructional material. We had students whose parents could not attend the Student Led conferences report to us.

There has been a strong feeling that FROG is making a difference in our school. Grades are better, referrals are down. Communication with parents is improved. Students are recognized for accomplishments in a way we have not been able to do before.

Students were prepared through FROG for a new format of Parent/Teacher conference this year. We introduced a Student Led Conference for the Spring Conference this year. Teachers worked with their FROG students to help students prepare a portfolio of work that students could show their parents and explain to them how they were doing in school. Preparation of the portfolio was a lot of work but an informal survey of parents and students indicated that the new format was effective in holding students accountable for their school work and informing parents about their student's progress.

An effort was made to measure the improvement made by students this year that may be attributable to FROG. We compared student progress for those students who were seventh grade last year and received failing grades during the first three quarters of school. We used the third quarter report. We then compared the third quarter report for this year. We looked for both improvement of GPA and total number of F's received. Our sample size was 81 students who attended last years and continued this year at Joel P. Jensen.

44.4% of the students showed a decrease in GPA from last year

55.6% of the students showed an improvement in GPA from last year

38.3% of the students showed an increase in the number of F's received (not good)

54.3% of the students showed an improvement and received fewer F's

14.8% of the students in the sample received no F's this year

7.4% of the students showed no improvement

Of the 81 students identified in the above sample, we then selected every fourth student on the list and checked to see if we could find a measurable improvement in referrals for discipline. During the 03-04 school year these twenty students were referred for a total of 60 discipline concerns. During the 04-05 school year the students were referred 36 times. This shows a 40% reduction in referrals for this sample. Two students received 15 of the referrals and had received none the year before. This could be interpreted as an improvement in those receiving referrals the year before from 60 to 21 or a 65% improvement. Three students received no referrals this year. Something has reduced the number of referrals this year. We believe that FROG has contributed significantly to this reduction.

Parents were surveyed at the end of the Student Led Conferences. The results were very positive. This program is making a difference.

Name	GPA 04	fs 3rd	fs total	GPA 05	fs 3rd	fs total	imp/de/gpa	imp/de/fs
A,H	2.287	1	2	2.695	0	0	improve	improve
A,R	1.35	2	7	1.456	2	7	improve	no change
A,F	1.239	3	7	1.042	3	10	decline	decline
B,A	1.619	3	3	2.038	0	0	improve	improve
B,PS	2.414	2	3	1.914	0	4	decline	decline
B,PT	1.302	6	10	1.417	1	2	improve	improve
C,J	1.603	3	5	1.188	3	13	decline	decline
C,D	1.302	4	7	1.272	3	9	decline	decline
C,D	1.556	2	4	1.49	0	6	decline	improve
C,C	2.112	2	5	2.242	1	1	improve	improve
C,R	1.096	1	10	1.549	1	2	improve	improve
C,M	1.768	2	4	1.863	0	5	improve	improve
C,M	1.969	2	3	1.715	0	4	decline	improve
D,S	1.064	4	9	0.974	3	9	decline	improve
D,A	1.493	3	6	2.035	0	0	improve	improve
D,M	1.047	7	10	1.097	1	3	improve	improve
E,K	0.492	3	14	0.578	5	14	improve	decline
E,J	1.927	1	2	1.8	1	5	decline	decline
F,S	2.016	1	2	2.272	0	1	improve	improve
G,C	1.778	1	4	1.292	4	9	decline	decline
G,R	0.445	6	17	0.973	0	10	improve	improve
G,D	1.508	1	4	1.598	1	5	improve	decline
G,J	1.27	3	10	1.167	4	12	decline	decline
G,T	1.731	3	6	2.035	0	0	improve	improve
H,E	3.208	1	1	2.824	0	0	decline	improve
H,N	2.492	2	3	1.944	3	5	decline	decline
H,R	1.349	2	6	1.823	1	1	improve	improve
H,S	1.267	0	6	1.341	5	11	improve	decline
H,S	1.381	3	9	1.299	2	8	decline	improve
H,B	2.937	1	1	3.129	0	0	improve	improve
H,J	2.112	3	3	2.008	1	2	decline	improve
H,J	0.937	3	12	1.01	1	1	improve	improve
H,C	1.953	0	4	2.167	0	0	improve	improve
H,J,	1.635	2	6	1.466	3	9	decline	decline
J,J	1.349	0	4	1.199	2	4	decline	decline
K,S	0.81	7	13	0.611	5	14	decline	decline
K,L	2.049	1	4	1.79	1	3	decline	improve
K,G	1.825	2	3	1.565	2	7	decline	decline
L,B	2.762	1	1	2.123	0	7	decline	decline
M,L	1.064	2	10	1.164	2	6	improve	improve
M,B	1.397	3	4	1.483	3	6	improve	decline
M,R	1.668	0	6	2.028	0	1	improve	improve
N,M	2.699	0	1	2.946	0	0	improve	improve
O,D	2.905	0	1	3.089	0	0	improve	improve
O,S	0.222	6	18	0.261	4	15	improve	improve
O,L	0.397	5	15	1.024		4	improve	improve
P,G	1.159	1	7	1.922	1	2	improve	improve
P,J	0.731	4	12	0.586	5	14	decline	decline
P,T	1.191	3	9	1.375	2	3	improve	improve
P,C	1.81	1	2	1.707	1	2	decline	no change
P,J	1.08	3	10	0.946	3	9	improve	decline
R,E	1.952	2	4	1.674	2	4	decline	no change
R,J	1.143	3	10	1.624	0	1	improve	improve
R,J	1.43	1	3	1.647	0	4	improve	no change

R,J	0.953	4	10	0.873	4	10 decline	no change
R,A	1.62	3	3	1.277	2	8 decline	decline
R,S	1.842	3	3	1.605	2	7 decline	decline
S,C	0.841	4	14	1.121	2	5 improve	improve
S,M	0.936	4	8	0.667	4	12 decline	decline
S,J	1.826	1	3	1.222		8 decline	decline
S,R	1.858	1	1	1.729	1	2 decline	decline
S,D	2.556	1	1	2.73	0	0 improve	improve
S,C	0.619	6	17	0.404	6	19 decline	decline
S,B	1.183	4	8	0.875	5	13 decline	decline
S,G	2.084	3	5	1.624	4	8 decline	decline
T,D	2.476	0	1	2.49	0	0 improve	improve
T,L	1.54	0	3	1.769	0	5 improve	decline
T,T	1.54	2	5	1.246	4	9 decline	decline
T,J	1.254	2	5	1.32	2	7 improve	decline
W,S	1.333	2	7	1.514	2	4 improve	improve
W,E	1.603	4	5	1.953	0	1 improve	improve
W,J	0.461	4	13	0.994	1	5 improve	improve
W,J	1.111	3	8	1.149	1	7 improve	improve
W,D	2.635	3	3	2.443	1	2 decline	improve
W,T	0.731	5	13	0.896	3	9 improve	improve
W,C	2.08	2	5	2.154	0	2 improve	improve
W,S	1.75	0	4	2.102	1	1 improve	improve
W,C	1.884	0	3	2.069	0	0 improve	improve
W,K	1.89	1	2	1.735	1	4 decline	decline
W,W	1.746	0	2	1.844	1	2 improve	no change
Y,M	0.731	6	14	0.591	2	13 decline	improve

STUDENT-LED CONFERENCES SURVEY RESULTS

POSITIVE RESULTS 87%

NEGATIVE RESULTS 13%

(30 / 230)

POSITIVE COMMENTS:

- MORE ORGANIZED
- SAVES TIME, LESS WAITING
- DIDN'T HAVE TO STAND IN LINE
- UNHURRIED CONFERENCES
- LIKED THE SUMMARY OF GRADES
- LIKED TEACHER ASSESSMENT
- DIDN'T THINK THEY'D LIKE IT, BUT WERE PLEASANTLY SURPRISED
- INFORMATIVE- DO IT THIS WAY EVERY OTHER TIME
- MUCH BETTER FORMAT
- WANT TO HAVE CONFERENCES DONE THIS WAY IN THE FUTURE
- LIKED MEETING TEACHERS, LIKED ONE-ON-ONE
- LIKED BEING IN CLASSROOMS, NOT GYM
- GREAT EXPERIENCE FOR STUDENT
- STUDENTS GOT TO TAKE RESPONSIBILITY & OWNERSHIP
- LESS HECTIC
- MORE PRIVACY
- LIKED NOT HAVING TO GO TO ALL TEACHERS
- GREAT IDEA, KEEP IT UP
- MUCH QUICKER & TO THE POINT
- WISH WE HAD THIS WHEN I WAS IN SCHOOL
- DIDN'T FEEL THE NEED TO VISIT TEACHERS AFTER TALKING TO STUDENT
- ENJOYED PERSONAL TIME WITH SON
- WANTED MORE TIME WITH STUDENT
- WANTS A LIST OF MISSING ASSIGNMENTS
- VERY GRATEFUL & EXCITED
- LIKED THAT CHILD WAS PROUD OF STRENGTHS, BUT HAPPY THEY RECOGNIZED WEAKNESSES & SAW WHERE IMPROVEMENT WAS NEEDED
- GREAT LEARNING EXPERIENCE FOR KID
- ACCOUNTABILITY & RESPONSIBILITY PLACED ON STUDENT & PARENT WHERE IT BELONGS
- DIDN'T FEEL "LOST IN THE SHUFFLE" IN LONG LINES
- LESS TIRING

- DAUGHTER FELT GOOD SHARING HER WORK WITH ME I WOULDN'T HAVE SEEN IT OTHERWISE
- WANT TO MEET WITH EACH TEACHER AT A SCHEDULED TIME
- RELAXED!
- STUDENT LEARNED PRESENTATION & COMMUNICATION SKILLS
- LIKED HEARING INFORMATION FROM DAUGHTERS PERSPECTIVE
- LIKED THAT MY SON WAS PUT ON THE SPOT -HE DID WELL

NEGATIVE COMMENTS

- ONE TEACHER NOT IN ROOM FOR FRIENDLY VISIT
- WANTS TO MEET WITH EACH TEACHER
- DIDN'T WANT TO WAIT TO SEE A TEACHER DURING FRIENDLY VISIT
- TEACHER DIDN'T FILL OUT EVALUATION / ASSESMENT
- TOO MANY INTERRUPTIONS ON P.A.
- 9TH GRADERS DIDN'T LIKE CHANGE, BUT PARENT DID
- LIKE THE OLD WAY
- IT SUCKS
- I DO THIS AT HOME ALREADY
- TEACHERS SHOULD BE MORE INVOLVED

Results of Truancy Mediation
for the school year 04/05

Joel P Jensen Middle School

Wendy Bartlett
Jim Jackson
Tim Heumann
Kathey Pilati

This year we were involved in a program to monitor and improve attendance of students. We have been involved in truancy mediation in the past few years but this year we made it more of a focus. Tim Heumann was the teacher/administrator who set up the mediation sessions. Kathey Pilati is our attendance secretary. As such she was involved in all mediations. We were involved in all mediation sessions and attempted to solve student concerns through schedule changes or other allowable modifications. We also met with students before and after mediation to explore options that would help students attend school.

Mediation sessions were scheduled for 26 students this year. Two students were already working within a mediation agreement. Two additional students were being considered for mediation but were not scheduled.

Our data group thus consists of a group of 30 students. We identified the number of days each student had attended or been absent from school before the referral day. Dividing the days absent by the days of membership before referral gave me a percentage of days attended. We also recorded the total number of tardies at the point of referral.

Next We identified the number of days remaining in the school year after referral and the number of days absent after referral. I compared the percent of attendance before referral with the percent of attendance after referral to determine improvement. 18 of the 30 students or 60 % of the data base showed improvement. 7 of the thirty students or 23.3 % were referred to court for truancy. Two showed improvement but still fell below acceptable and were referred to truancy court. 4 of the students or 13.3 % withdrew from school before being referred. One of the students began a home school program.

Several students continued to have problems with first period attendance but made improvement in overall attendance.

The chart columns list
total days membership
referral date
total days absent before referral
additional periods absent - not full days
number of times tardy before referral
percent of school days absent before referral
remaining days of membership after referral
total days absent after referral
additional periods absent after referral - not full days
percent of days absent after referral
total percent of days absent during 04/05 school year
number of times tardy after referral
Outcome

Ideas to help encourage student success...

1. check-off lists
2. notes in locker
3. visit with their teacher
4. rewards when an assignment is turned in (see counselors for candies or other ideas)
5. a phone call to their home to check-up on or encourage them
6. tutoring in a subject
7. introduce them to "math lab" or "homework lab"
8. words of wisdom concerning particular classes / teachers
9. look for their good and mention it and use it
10. organize ---locker, folders, backpack, etc.
11. Ask if they are doing a tracking sheet---if not, encourage them to begin
Explain how it can help them get to class on time, put forth hard effort in each class,
keep track of assignments and if there is homework ---it's away to help organize the
day and their homework for them.....
12. Check power school with them
13. Set a goal in each class---then follow-up on it

Share good things about yourself with them---things that work for you....things you do
or have tried in order to do well in your classes....

PLT members---do visit with (Al-Abudi, Kiernan, Roth) as
needed for help/ideas

Together Everyone Achieves More!!!!!!!

Thank you!!!!!!!!!!!!!!

The first step to CHANGE is to tell the truth.

The first step is the hardest!

Once you admit the truth the rest of the steps come easier.

*Tell the truth about your **study habits** and the rest will come.*

Think about the class you are really successful in.

WHY?

Interest – Teacher – Self motivated – classmates – fun subject

Qualities of a good student:

Has goals

Participates in class

Show up! No tardy's

Organized / Time management

Prepared

Balance study/work/play

Ask questions

Good health – rest/diet/exercise

Tell the truth

Attitude: YOUR attitude about studying is important.

"If you think you can, you can."

YOU can improve your study skills. It takes effort, but you can do it! A can-do attitude helps.

TIME MANAGEMENT: Plan your study time each day.

Keep a planning notebook to help balance your schedule.

Your time is valuable – use it well!

Make your studying your job.

Have a study area with materials needed

Be comfortable

Keep regular study hours

Face away from windows

Quiet environment

YOU CAN BE A SUCCESSFUL STUDENT!

WE BELIEVE IN YOU!

GOAL Assignment



STEPS TO SUCCESS

Utah CGP-Guidance Activities Actic. Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Midvale Middle School District Jordan School District

Target Group:(whole school, entire class) 9th Graders

Target Group selection is based upon the following data/information/school improvement goals: Students will be problem-solvers and critical thinkers initiating projects that apply knowledge to real-life situations.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Problem solve in a reality based situation: Reality Town.	Inform students in career, financial budgeting, G.P.A., using a checking account, making wise purchasing decisions.	3 pre-lessons on budgeting, G.P.A., financial planning, using a checking account, interest rates, proper employment attire and other employable skills.	Purchased updated reality town information.	Pre and post test on general employment and financial knowledge	9/06/04-10/26/04	237 students

Principal's Signature

6/10/05
Date

Date of Staff Presentation

Prepared By Asily Sagala
Karen Ward

*adapted from the ASCA National Model: A Framework for School Counseling Programs

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Utah CGP-Guidance Activities Result* Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Midvale Middle School

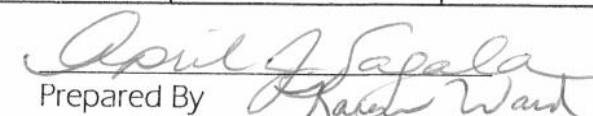
District Jordan School District

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Phil Leatherwood Karen Ward April Sagala	9th Grade	Reality Town Curriculum and materials	9/15/04 - 10/26/04	237	A pre-test was given assessing student knowledge of basic finance and career information	There was over a 10% increase in students knowledge	There is a need to continue this curriculum and consider ongoing supportive classroom activities to increase and maintain student awareness of basic finances and budgeting.

Principal's Signature 

Date 6/10/05

Date of Staff Presentation

Prepared By 

**Include actual numbers and attach data, examples and documentation

*adapted from the ASCA National Model: A Framework for School Counseling Programs

Midvale Middle School
Reality Town
October 2004

All 9th Graders were taught lessons in their history classes on basic information about financial budgeting, checking accounts, interest rates, careers, proper career attire and other "reality" information.

They were given a pre-test with 180 students responding (see the attached documentation). The average score was 9.8 right out of 20. After the lessons and the reality town activity they were given a post-test. The average was 11.3 correct.

9th Grade Reality Town Pre-Test

Please record your responses on the scantron answer sheet.

Question	A	B	C	D
1. How do middle and high school grades affect your future occupational choices?	Grades can open or shut doors to future opportunities.	Who you know is more important than grades.	Mastered skills are more important than grades.	Only college grades really count.
2. How do you calculate your GPA?	A) Add class GPA's together & divide by number of classes eligible for high school credit.		C) Add class GPA's together and divide by total number of classes.	
3. Why is it important to maintain high citizenship marks?	Perspective employers want to know	They represent personal responsibility	They define a person's employable skills	A, B, and C
4. What skills do employers look for in their employees?	Personal appearance & Economic background	Punctual, high productivity, team player, computer skills	Extra-curricular activities and High School awards	Social network/who you know, personal contacts
5. What is productivity?	A) How much of a given task you complete within a designated amount of time.		C) The power to produce.	Both A & C
6. What is the difference between gross and net income?	Gross income is what you take home.	Net is how much you can spend before taxes.	Net is the amount available to budget.	No difference, two ways for stating income.
7. How does living within a budget help prepare for future financial security?	A) It helps one determine how money could be saved and/or invested.		C) A budget is not necessary if you are financial secure.	
8. When you borrow money, you must pay interest. What is interest?	A one-time fee you pay a bank for borrowing money.	A tip you give a company to thank them for their services	A charge for borrowed money generally a percentage of the amount borrowed	A fee you pay only if you are late making a payment.
9. What is a checking account register?	The notebook where all expenses are recorded.	The notebook where all checks are recorded.	The register used to check out people paying with checks	The bank where you register your checking account.
10. What is required when writing a check?	B, C, & D	Date and numerical amount of check	Business name or person the check is payable to	Written amount of the check and personal signature
11. Why record all checks and your running balance in your check register?	A) Not necessary. If you have checks left, the bank will cover them. The bank issues checks by how much is left in your account.		C) Register is recording checks only. Balancing is not necessary.	D) To track how much money is left in your budget.
12. When purchasing a vehicle for your family, which questions should you ask yourself before making your choice?	Are there enough seat belts for each family member?	How will this vehicle be used and by who?	How much will it cost to insure the vehicle?	A, B, and C
13. What information is required before purchasing car insurance?	The make, model and year of the car.	The year and total miles of the car.	The cost and total miles of the car.	A, B, & C
14. What is "Business Professional" attire/dress?	A) Suit, shirt & tie for men. Tailored dress, nylons & heels for women.		C) Slacks, dress shirt & tie for men. Slacks, dress blouse for women	
15. What is the current "minimum wage" for jobs in Utah?	\$6.75	\$4.75	\$5.15	\$7.05
16. What is the average yearly income for an adult male with less than a ninth grade education?	\$35,000	\$41,000	\$16,000	\$21,000
17. What is the average lifetime income difference between an adult with a high school diploma and an adult with a Bachelor's Degree?	\$500,000	\$1,000,000 (1 million dollars)	\$1,200,000 (1.2 million dollars)	\$2,000,000 (2 million dollars)
18. On an average, how much more will an adult with a Bachelor's Degree make per year than an adult with a High School Diploma?	\$10,000	\$17,000	\$30,000	\$23,000
19. What is the monthly cost for a day care center for one child who is 2-4 years old?	Less than \$200.00	\$200.00	\$300.00	\$400.00
20. What factors will impact your quality of lifestyle?	B, C, and D	Your working hours/schedule	The size of your family	How much money you make.

Midvale Middle School

September 13, 2004

Home of the Trojans

Principal:
Anthony A. Godfrey

Assistant Principals:
Roberto E. Jimenez
Brian G. Larson

Dear Parent/Guardian:

We need your help in volunteering your time on October 26, 2004 from 8:00 a.m. - 12:00 noon. Midvale Middle School 9th graders will have the opportunity to experience "Reality Town." We participated in this event last year for the first time and received positive feedback from students and parents. We hope to make this an annual event! Reality Town is a life simulation designed to help students take a glimpse into their future. The goal for students is to help motivate them to start planning now for their future careers.

Students will be assigned to a particular scenario that includes:

- 30 years old with an assigned occupation
- Married with one to three children
- Their entire family has just moved to a new city called "Reality Town"
- Their goal is to set up a lifestyle for their family all within his/her monthly Income that includes: housing, transportation, childcare, purchasing groceries, providing clothing and all of the other expenses that real life brings.

Students will have 2 hours at Reality Town to visit each business. We need your help to run the various booths. All needed materials will be provided by the school. You simply need to show up at the Midvale Middle School Gymnasium at 8:00 a.m. to be trained on how to run your booth. We would love to have some professionals from industries like banking, housing, health care, etc.; however, no previous knowledge is needed to volunteer for this event. We will show you what to do and put you to work! We appreciate your supporting our efforts to teach students the importance of preparing for their future right now.

If you can volunteer on Tuesday, October 26, 2004, please print your name and telephone number where you can be reached below, a member of the counseling center will contact you with more information. If you cannot help at this time, please sign below to indicate that your student informed you of this event and plan to support us on that day by encouraging your student to wear clothing appropriate for their assigned career and talking with them about their experience in Reality Town.

Sincerely,

Karen Ward
Counselor

April Sagala
Counselor

Phil Leatherwood
Counselor

Student Name _____

No, I cannot help at this time

****YES****I can help on October 26, 2004

Parent Signature

Parent Signature

Telephone Number

7852 South Pioneer Street • Midvale, Utah 84047
Office (801) 412-2150 • Fax (801) 412-2190

Jordan School District
A Full Spectrum of Educational Opportunities

Barry L. Newbold, Ed.D.
Superintendent of Schools



Utah CGP-Closing the Gap Acti Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Midvale Middle School

District Jordan School District

Target Group: 8th-9th Graders Enrolled in Study Skills

Target Group selection is based on the following data/information/school improvement goal: _____

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Improve Grades	Knowledge of the benefits of educational achievement to career opportunities.	Enrolled in study Skills Class Parent Conferences Tracking Planners Behavior Contracts	Planners Staff Time Access to Grades Study Skills Class	Beginning GPA before taking Study Skills and 2nd QTR GPA	08/30/04 1/27/05	26

Principal's Signature

Date

Date of Staff Presentation

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

Phil Featherwood
Karen Ward




ENTERED

Utah CGP- Closing the Gap Results Report (Small Group) 2004-2005*
 Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Midvale Middle School

District Jordan School District

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Karen Ward Phil Leatherwood April Sagala	8th and 9th Graders enrolled in Study Skills Class.	Planner Power School report Study Skills Assignments from core teachers	8/30/04 1/27/05	26	Pre-Evaluation average group GPA 1.3 Post-Evaluation average group GPA 2nd QTR 1.8	There was .5 overall GPA improvement.	17 students improved their grades. 7 students got worse. 1 student improved their GPA from .5 to 2.9 There are many factors in contributing to a failing student The Study Skills class helped.


Principal's Signature

13 June 2005
Date

Date of Staff Presentation

Prepared By

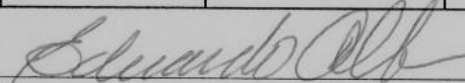
*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation

Utah CGP- Guidance Activities Results Report (Large Group) 2004-2005*
 Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Mount Jordan Middle School District Jordan

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Michelle Kiernan + Carla Al-Abudi	9th grade students	Power School Reports, Sheets on Current Events, Newspapers, Dictionaries, Atlas, Time Mgt. Handout, Goal Sheets	Oct. 6, 2004 to Nov. 4, 2004 and this program continued thru the end of school year.	237 - 9th grade students 67 9th graders w/ F in Geography at midterm 1st Qtr.	1st Qtr - 59 students w/ F in Geography 25% of all 9th graders 2nd Qtr - 48 students w/ F in Geography 20% of all 9th graders 3rd Qtr - 29 students w/ F in Geography 12% of all 9th graders	The # of students who received an F in Geography has decreased every quarter this year. Starting at midterm 1st qtr. we had 28% of our students who were going to fail geography. Being successful in geography has carried over to other classes the students take at school.	Most students responded to the intervention and improved their geography grade. 8% of our 9th grade students have failed Geography + many of their other classes all year long. A more intensive intervention is needed for this group of students to be successful school.


Principal's Signature

5/26/05
Date

Nov. 9, 2004
Date of Staff Presentation

Michelle Kiernan +
Prepared By Carla Al-Abudi

**Include actual numbers and attach data, examples and documentation

*adapted from the ASCA National Model: A Framework for School Counseling Programs

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Mount Jordan Middle School District Jordan

Target Group:(whole school, entire class) 9th grade class

Target Group selection is based upon the following data/information/school improvement goals: Previous year (2003-2004)

18% of 9th grade students failed geography each quarter. We wanted an intervention to reduce the number of students in 9th grade who had to take summer school

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
For 9 th grade students to pass their geography class every quarter.	AL:A Students will acquire attitudes, knowledge + skills that contribute to effective learning in school and across the lifespan. AL:A2 Acquire skills for improving learning AL:A3 Achieve school success.	Identify and meet with students at midterm 1st Qtr + thru the year who are failing geography. Also invited parents to come and talk to counselors at school with their students. Explain importance of ALL assignments and explain + answer questions on specific assignments. - Weekly current event. F/U w/ student after review of power school grades.	Power school reports by teacher + Individual student reports from power school Newspapers, Dictionaries, Atlas, Current Event Handout.	Power school reports Decrease in # of FIs for 9 th grade students.	Oct. 6, 2004 thru Nov. Nov. 4, 2004 and this program continued thru May 24, 2005.	237 students

Edwardo Alb

Principal's Signature

5/26/05

Date

Nov. 9, 2004

Date of Staff Presentation

Michelle Kierman +

Prepared By

Carla Al-Abudi

*adapted from the ASCA National Model: A Framework for School Counseling Programs

 ENTERED

Mount Jordan Middle School

2004 - 2005

Mount Jordan Middle School had 249 ninth grade students for the 2003 – 2004 school year.

In the 9th grade geography classes we had:

1st Quarter - 47

2nd Quarter - 49

3rd Quarter - 41

4th Quarter - 48

students receive F's.

18% of our 9th grade geography students failed every quarter.

Mount Jordan Middle School has 237 ninth grade students for the current 2004-2005 school year.

In the 9th grade geography classes:

1st Quarter – 59 25% of our students

2nd Quarter – 48 20% of our students

3rd Quarter – 29 12% of our students

4th Quarter –

students receive F's.

Mount Jordan Middle School

2004 - 2005

Percent of Students who failed Geography (# of students)

	Teacher A 110 students	Teacher B 113 students	Teacher C 14 students
1 st Quarter	41% (45)	10% (11)	21% (3)
2 nd Quarter	33% (36)	8% (9)	21% (3)
3 rd Quarter	18% (20)	4% (5)	29% (4)
4 th Quarter			

Name	t days	referral	days Ab	addit P	Tardy	% days	r days	days ab	addit	% days	t% A	Tardy	2nd Med
A,M	89	02/14/05	2	68	112	2.2	91	2	41	2.1	2.2	71	
B,J	98	03/15/05	26	12	11	26.5	82	5	13	6.1	17.2	11	improve
B,J	140	04/22/05	65	121	64	46.4	40	10	39	25	41.6	10	improve
B,H	132	04/07/05	24	39	45	18.2	48	9	8	18.7	18.3	2	
B,S	93	01/27/04	21	44	47	22.6	87	11	45	12.6	17.7	24	improve
C,D	104	01/26/05	29	85	26	27.9	76	55	38	72.4	46.6	3	Court Referral
C,D	81	11/18/04	12	63	60	14.8	99	14	47	14.1	14.4	105	Court Referral
C,M	81	11/18/04	31	46	13	41.9	99	77	28	77.8	60	3	Court Referral
D,M	33	04/20/05	10	26		30.3	147	5	5	3.4	8.3	6	improve
D,A	117	03/23/05	11	53	119	9.4	63	2	1	3.2	7.2	1	improve
D,M	94	01/31/05	15	25	12	6.6	86	27	8	31.4	23.3	13	Court Referral
E,K	117	03/22/05	25	91	31	21.3	63	10	27	15.9	19.4	3	improve
G,K	104	03/07/05	19	54	30	18.2	76	9	10	11.8	15.5	3	improve
H,A	80	01/18/05	24	28	14	30	100	18	45	18	23.3	17	Court Refe improve
J,K	151	05/03/05	26	41	23	17.2	29	0	14	0	14.4	0	improve
K,S	68	01/05/05	13	31	17	19.1	112	0	44	0	7.2	25	improve
K,S	129	04/01/05	25	70	100	19.3	51	4	41	7.8	16.1	32	improve
K,N	109	01/25/05	43	14	2	39.4	71	27	27	38	38.8	2	Court Referral
L,J	148	05/02/05	31	105	68	20.9	32	2	8	6.2	18.3	7	improve
L,B	93	02/08/05	36	21	16	38.7	87	11	8	12.6	26.1	2	improve
L,M	74		18	29	60	24.3							Withdrawn
O,S	113	03/10/05	28	21	128	24.7	67	7	8	10.4	19.4	4	improve
P,C	93	02/18/05	26	50	28	27.9	87	7	13	8	18.3	5	improve
R,E	104	02/23/05	19	40	26	18.2	76	4	24	5.2	12.7	0	improve
R,J	96		26	53	29	27	84	3	23	3.6	16.1	0	improve
S,C	89	02/10/05	39	9	12	43.8	91	25	11	27.4	35.5	8	Court Refe improve
T,C	73	12/19/04	8	110	2	10.9							Withdrawn
W,K		05/04/04											Withdrawn
W,S	114	03/14/05	22	41	21	19.3	66	15	35	22.7	20.5	7	
W,J	29	12/09/02	5	27	20	17.2							Withdrawn

Utah CGP- Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Mount Jordan Middle School District Jordan

Target Group: 7th graders with 2 or more F's

Target Group selection is based on the following data/information/school improvement goal: 7th grade students with 2 or more F's at midterm 2nd Quarter of School year.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Interventions(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Pair up 7 th grade students with 2 or more F's with an outstanding 9 th grade student who is a member of the Peer Leadership Team.	Academic/Learning Development AL:A Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.	PLT students will meet with 7 th grade student weekly to review grades, offer encouragement, and assist in completing assignments. Counselor will oversee and offer advise + encouragement to both the 7 th grade + 9 th grade students	Parent Permission Form and Weekly power school report. Tracking Sheets. Handouts for PLTs to use with 7 th graders on organization and study skills. 9 th grade students will be given 4 sessions of training before they work w/ 7 th graders.	Power school report - Decrease in the # of F's for 7 th graders.	Dec. 9, 2004 thru Jan 27, 2005 and the program continued thru May 24, 2005	30 students 7 th graders and 30 students 9 th graders

Richard Alb
Principal's Signature

5/26/05
Date

Feb. 8, 2005
Date of Staff Presentation

Michelle Kiernan
Prepared By + Carla Al-Abodi

*adapted from the ASCA National Model: A Framework for School Counseling Programs

 ENTERED

Utah CGP- Closing the Gap Result Report (Small Group) 2004-2005*
 Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Mount Jordan Middle School District Jordan

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Michelle Kiernan and Carla Al-Abudi	7th graders with 2 or more FIS	Power School reports, tracking sheets, Handouts on Study Skills, Ideas to encourage student success, Goal Sheets, 7th grade English requirements	Dec. 9th, 2004 to Jan 27, 2005	30	15 students improved 9 students stayed the same 6 students increased the # of FIS	6 students had <u>no</u> FIS at the end of the reporting period. Their improvement was a result of this intervention. The students improved their school attitude and improved in completing and handing in assignments.	The students responded to the individual attention. We only met with students once a week and if we increased the # of times and amount of time we spent with students maybe the results would be more significant.


Principal's Signature

5/26/05
Date

Feb. 8, 2005
Date of Staff Presentation

Michelle Kiernan +
Prepared By Carla Al-Abudi

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Oquirrh Hills Middle District Jordan

Target Group:(whole school, entire class) All 7th grade students.

Target Group selection is based upon the following data/information/school improvement goals: Our school has a goal to decrease harrasment. We wanted to see the effectiveness of our harrasment presentation.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
To increase every students Knowledge of Harassment and how to deal with it. To decrease sexual harassment and harassment in general.	CGP outcomes. MG: A1 MG: A2 MG: A3 PS: A2 PS: C2 PS: C1 PS: B3	Through a harassment presentation and a Pre - Post test for measurement.	1. Harassment presentation. 2. Classroom time for the presentation.	Pre - Post Test.	Oct. 2004. Oct. 2004	400


Principal's Signature

6-1-05
Date

Sept. 2004
Date of Staff Presentation

Brian DeVries
Prepared By



ENTERED

Utah CGP-Guidance Activities Res. Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Oquirrh Hills Middle

District Jordan

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: <u>Pre and post test,</u> competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Brian DeVries Brittany Bell	7th Grade Class.	Harassment Presentation School Policy. Pre/Post test.	Oct. 2004 Oct. 2004	405	* See Attached Chart & Test.	*	Students had a good background knowledge, but the presentation increased thier knowledge

Principal's Signature

*adapted from the ASCA National Model: A Framework for School Counseling Programs

6-1-05

Date

11-4-04

Date of Staff Presentation

Brian DeVries

Prepared By

**Include actual numbers and attach data, examples and documentation

RESULTS

*A pre-test was given to all 7th grade students in their Language Arts Class. The test consisted of 10 yes/no questions. A sexual harassment presentation was then given to each class by one of the counselors. The following day a post-test was given to three different classes to rate their knowledge after the presentation.

7th Grade Regular English Class

	Pre-Test	Post-Test	Percentage Improvement
Mr. Frank's 3rd Period	8.65	9.65	10%

7th Grade Resource English Class

	Pre-Test	Post-Test	Percentage Improvement
Ms. Blanchette/Longeteig's 5th Period Class	7.4	8.79	13.9%

7th Grade Honors English Class

	Pre-Test	Post-Test	Percentage Improvement
Ms. Earley's 4th Period Class	8.54	9.51	9.7%

Overall 7th Grade English

	Pre-Test	Post-Test	Percentage Improvement
Three Classes Combined	8.36	9.41	10.5%

RESULTS (continued)

Questions Missed

	Pre-Test	Post-Test
Question #7 (all classes)	33/122	13/42
	27%	31%

	Pre-Test	Post-Test
Question #10 (Ms. Earley's Class)	16/51	14/17
	31%	82%

SEXUAL HARASSMENT SURVEY

Please answer **YES** or **NO** to the following questions.

- _____ 1. Tiffany loves to tell dirty jokes. You laugh because they are funny.
- _____ 2. Jorge is always putting his arm around Juanita and she doesn't like it.
- _____ 3. Derrick breaks up with Lori and says that he wants to date others.
- _____ 4. Some of the students at school think it is funny to snap girls' bras as the girls are walking down the hall.
- _____ 5. Mike and Sean tease a boy in math by saying that he is gay. The boy has asked them to stop, but they think it is fun to tease him.
- _____ 6. The stadium where David and Annette were watching the game was cold. David saw that Annette was shivering so he put his arm around her to keep her warm. She gladly accepted the gesture.
- _____ 7. If Tom didn't like the sexual attention, but Amy meant it only as flirting or joking then it was not sexual harassment.
- _____ 8. If you feel you are being harassed, you should ignore it and hope it goes away.
- _____ 9. Boys can be victims of sexual harassment.
- _____ 10. If a girl dresses or behaves in a sexy way, she is asking to be sexually harassed.

SEXUAL HARASSMENT SURVEY

Please answer **YES** or **NO** to the following questions.

- _____ 1. Tiffany loves to tell dirty jokes. You laugh because they are funny.
- _____ 2. Jorge is always putting his arm around Juanita and she doesn't like it.
- _____ 3. Derrick breaks up with Lori and says that he wants to date others.
- _____ 4. Some of the students at school think it is funny to snap girls' bras as the girls are walking down the hall.
- _____ 5. Mike and Sean tease a boy in math by saying that he is gay. The boy has asked them to stop, but they think it is fun to tease him.
- _____ 6. The stadium where David and Annette were watching the game was cold. David saw that Annette was shivering so he put his arm around her to keep her warm. She gladly accepted the gesture.
- _____ 7. If Tom didn't like the sexual attention, but Amy meant it only as flirting or joking then it was not sexual harassment.
- _____ 8. If you feel you are being harassed, you should ignore it and hope it goes away.
- _____ 9. Boys can be victims of sexual harassment.
- _____ 10. If a girl dresses or behaves in a sexy way, she is asking to be sexually harassed.

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Oquirrh Hills Middle School District Jordan School District

Target Group:(whole school, entire class) The 8th grade class.

Target Group selection is based upon the following data/information/school improvement goals: During our last Comprehensive Guidance Site Review, we were encouraged to improve parental involvement in our individual SEOP's.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
To increase parent attendance to our individual 8th grade SEOP meetings.	Standards for Student outcomes AL:A1 AL:A3 AL:B1 AL:C1 LC:A1 LC:A2 LC:B1 LC:B3 LC:C2 LC:C3 PS:A1 PS:B1	5. Reminder phone call 1. Career lab will be open to parents and students. 2. SEOP's held in the evening by appointment. 3. District Power Point will be running. 4. More info about the district will be shared.	1. Access to the school in the evening. 2. Funding to support extra hours. 3. Help from our career lab assistants.	We will calculate parent attendance after applying the changes to our SEOP process and we will see if there is improvement in parental attendance.	Oct. 2004 Jan. 2005	400


Principal's Signature

6-1-05
Date

Nov. 2004
Date of Staff Presentation

Brian DeVries
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

ENTERED

Utah CGP-Guidance Activities Results Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Oquirrh Hills Middle

District Jordan

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Brian DeVries Brittany Bell	All 8th grade Students	District Resources, 8th grade Career Curr. Career futures Career Lab.	Oct. 2004 Jan. 2005	400 +	Pre / Post comparison to previous years after the application of changes.	See Attached Chart *	Changes in the process have led to more parental involvement in the SEOP process.

Principal's Signature

6-1-05

Date

Jan. 2005

Date of Staff Presentation

Brian DeVries

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

Goal: To increase the parental involvement percentage of our individual 8th grade SEOP's. We would also like to provide more meaningful information during the SEOP, hoping that parents will leave feeling their time has been well spent.

Does holding the SEOP in the evening and giving parents a reminder phone call make a difference?

School Year	Means of Delivery	Parent Participation %
2001/2002	During the day by assigned appointment	38%
2002/2003	During the day by assigned appointment / Some appointments conducted by teachers in the evening	47%
2003/2004	Assigned evening appointments	53%
2004/2005	Assigned evening appointments / A reminder phone call / Rescheduling appointments when requested	59%

We hoped to increase the effectiveness of our SEOPs by:

1. Providing more specific information on High School Graduation Requirements and courses and programs available in the district.
2. Running a Power Point presentation that describes all of the district programs while parents are waiting.
3. Scheduling appointments on the half hour instead of every hour.
4. Having the career programs running so students could explain the career information that they collected.

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Oquirrh Hills Middle District Jordan

Target Group: 9th grade students in the 1.5 - 2.5 G.P.A. range

Target Group selection is based on the following data/information/school improvement goal: Increasing School achievement by focussing on students who are not the highest or lowest achievers.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
Helping students to improve their grades and increase their cum. G.P.A.'s throughout High School. To teach goal setting skills.	PS: B1 PS: B3 AL: A1 AL: A2 AL: A3 AL: B1 LC: C3	2 meetings per quarter with the targeted group. - Discussing goals, academics and getting to know the students. - Reward day for reaching the goals each quarter. (Pizza)	1. Time 2. Funding for the Pizza on the reward day.	1. comparison of the 8th grade cum. G.P.A. with 9th grade G.P.A. 2. The use of a randomly selected control group who does not receive the additional intervention.	May/04 - May/05. * Students selected will continue this process during High School	20


Principal's Signature

6-1-05
Date

September 04
Date of Staff Presentation

Brian DeVries
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



ENTERED

Utah CGP- Closing the Gap Results Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Oquirrh Hills Middle

District Jordan

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Brian DeVries Brittany Bell Becky Stephens Lisa Hardy	Students with a cum. G.P.A. of a 1.5 - 2.5 G.P.A. Randomly Selected.	NA. Meeting with the students and setting goals. Power School Report Cards.	May 2004 June 2005	20	The results are based on student data. (G.P.A.-s) We will have complete data at the end of the school year.	We need to wait for this quarter to end to see our final data for the year. These students will be tracked through High School.	It appears that our frequent goal setting meetings have had a positive impact. We are very interested in the overall effects of continuing this through H.S.

Principal's Signature

*adapted from the ASCA National Model: A Framework for School Counseling Programs

6-1-05

Date

June 6, 2005

Date of Staff Presentation

Prepared By

**Include actual numbers supporting conclusions and attach data, examples and documentation

Brian's Students

RIVERTON CONE DATA PROJECT 2004-2005

STUDENT	03-'04 GPA	Q1 DATE SEEN	DATE SEEN	Q1 GPA	Q2 DATE SEEN	DATE SEEN	Q2 GPA	Q3 DATE SEEN	DATE SEEN	Q3 GPA	Q4 DATE SEEN	DATE SEEN	Q4 GPA	04-'05 CUM GPA
Jason	2.48	9/13/04	10/19/04	2.71	11/22/04	1/5/05	2.38	2/15/05	3/30/05	1.81	4/20/05	5/12/05		
Corey	2.39	9/13/04	10/19/04	3.33	11/22/04	1/5/05	2.50	2/15/05	3/30/05	2.83	4/21/05	5/19/05		
Ashlee	2.27	9/13/04	10/19/04	3.56	11/22/04	1/5/05	3.05	2/15/05	3/30/05	2.95	4/20/05	5/19/05		
Haley	2.2	9/14/04	10/19/05	1.53	11/22/04	1/5/05	1.16	2/15/05	3/30/05	2.88	4/21/05	5/11/05		
James	2.15	9/14/04	10/19/04	1.88	11/22/04	1/11/05	1.89	2/15/05	3/30/05	2.56	4/18/05	5/21/05		
Andrew	2.1	9/14/04	10/19/04	3.01	11/22/04	1/11/05	2.71	2/15/05	3/30/05	2.19	4/20/05	5/12/05		
Jacob	2.1	9/14/04	10/19/04	3.09	11/22/04	1/11/05	3.33	2/15/05	3/30/05	2.86	4/20/05	5/19/05		
Marikh	2	9/14/04	10/19/04	2.7	11/22/04	1/11/05	2.23	2/15/05	3/29/05	2.52	4/21/05	5/19/05		
Kurtis	1.82	9/14/04	10/19/04	2.33	11/22/04	1/5/05	1.95	2/15/05	3/30/05	2.42	4/20/05	5/12/05		
Tyce	1.7	9/14/04	10/19/04	3.38	11/22/04	1/5/05	3.42	2/15/05	3/30/05	3.29	4/21/05	5/19/05		
Control														
Edwin	2.46			2.89			2.20			1.72				
Layne	2.33			2.67			1.80			2.06				
Ryann	2.26			3			3.00			2.90				
Derrick	2.18			1.56			1.00			0.95				
Sean	2.15			1.86			2.20			1.71				
Melissa	2.1			3.1			2.40			2.67				
Collin	2.1			2			1.90			1.56				
Kayle	2			2.76			2.20			2.38				
Cole	1.79			1.39			1.31			1.89				
Chris	1.65			2.43			1.80			1.43				

Becky's / Brittany's / Lisa's
Students.

RIVERTON CONE DATA PROJECT 2004-2005

STUDENT	03-'04 GPA	Q1 DATE SEEN	DATE SEEN	Q1 GPA	Q2 DATE SEEN	DATE SEEN	Q2 GPA	Q3 DATE SEEN	DATE SEEN	Q3 GPA	Q4 DATE SEEN	DATE SEEN	Q4 GPA	04-'05 CUM GPA
Paige	2.49	9/8/04	10/14/04	1.8	11/23/04	1/5/05	1.70	2/14/05	4/4/05	2.60	4/12/05	5/12/05		
Austin	2.13	9/8/04	10/13/04	3.1	11/23/04	1/4/05	2.90	2/14/05	4/4/05	3.20	4/12/05	5/19/05		
Tyson	1.74	9/10/04	10/13/04	1.7	11/23/04	1/4/05	0.80	2/14/05	4/4/05		4/12/05	5/19/05		
Jaime	1.64	9/10/04	10/14/05	2.8	11/23/04	1/5/05	2.30	2/14/05	4/4/05	2.30	4/12/05	5/11/05		
Tempest	1.93	9/9/04	10/14/04	2.4	11/23/04	1/5/05	1.50	2/14/05	4/4/05	1.20	4/12/05	5/21/05		
Ryan	2.25	9/10/04	10/15/04	1.7	11/23/04	1/5/05	1.00	2/14/05	4/4/05	2.00	4/12/05	5/12/05		
Carmen	2.11	9/9/04	10/18/04	2.4	11/23/04	1/4/05	1.60	2/14/05	4/4/05	1.30	4/12/05	5/19/05		
Megan	1.84	9/9/04	10/15/04	1.4	11/23/04	1/10/05	1.70	2/14/05	4/4/05	1.20	4/12/05	5/19/05		
Bree	2.43	9/13/04	10/15/04	1.2	11/23/04	1/7/05	0.60	2/14/05	4/4/05	1.50	4/12/05	5/12/05		
Camron	2.38	9/9/04	10/14/04	3	11/23/04	1/5/05	3.10	2/14/05	4/4/05	2.70	4/12/05	5/19/05		
Control														
McKenzie	1.62			1.7			0.50			1.60				
Danielle	2.37			2.9			1.70			1.90				
Patricia	2.13			2.8			1.40			1.40				
Zachary	2.23			2.7			1.50			2.40				
Tyler	2.43			2.1			1.40			1.90				
Bethanie	2.1													
Paige	2.48			2.9			2.00			2.00				
Michael	1.83			3.6			2.50			2.60				
Jane	1.72			3.2			2.00			3.10				
Breanne	1.92			3.2			3.10			3.80				

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School South Jordan Middle School

District Jordan School District

Target Group: (whole school, entire class) Whole School

Target Group selection is based upon the following data/information/school improvement goals: _____

8. School Atmosphere - 8a - We will create school unity with activities that promote academic success, school spirit, respect and self esteem.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? E.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected Number of Students Impacted
Decrease school wide tardies.	AL:B - Students will understand the relationship of school experiences and academic achievement to the world of work, home, and community	School wide "no tardy party" for those students with zero tardies for the quarter.	During a teacher in-service, teachers were asked to monitor student tardies	Results were measured based on attendance records.	1 st Quarter - August 24, 2004 to November 4, 2004 2 nd Quarter - November 8, 2004 to January 27, 2005 3 rd Quarter - February 1, 2005 to April 7, 2005 4 th Quarter - April 11, 2005 to May 31, 2005	A total of 1,407 students.

Diana Kline
Principal's Signature

6-10-05
Date

Date of Staff Presentation

Holly Evans & Kelly Graham
Prepared by

*Adapted from the ASCA National Model: A Framework for School Counseling Programs



Utah CGP-Guidance Activities Results Report (Large Group) 2004-2005*

Due to USOE by June 15, 2005; may be submitted in other formats but include all information as required below.

School South Jordan Middle School

District Jordan School District

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of Students affected**	Perception Data: Pre and post test, competency attainment or student data **	Results Data: Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Kelly Graham Holly Evans	Entire student body.	A variety of activities and food were used as rewards for those students who did not have any tardies during the quarter.	1 st Quarter – August 24, 2004 to November 4, 2004 2 nd Quarter – November 8, 2004 to January 27, 2005 3 rd Quarter – February 1, 2005 to April 7, 2005 4 th Quarter – April 11, 2005 to May 31, 2005	A total of 1,961 students were rewarded for not being tardy during the year.	It was perceived that if students were rewarded by getting out of class for food or an activity that tardies would decrease.	Last year 4 th quarter we had 351 students with no tardies. Since implementing the "no tardy party" this year 4 th quarter 442 students with no tardies. This was a 26% increase in no tardies.	The results indicate that students are motivated by rewards. Students can use their time management skills to get to class on time.

Principal's Signature _____

Date _____

Date of Staff Presentation _____

Prepared by _____

*Adapted from the ASCA National Model: A Framework for School Counseling Programs **Include actual numbers and attach data, examples, and documentation

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School South Jordan Middle School District Jordan School District

Target Group: Students with three or more F's

Target Group selection is based upon the following data/information/school improvement goals: _____

7. Academic – 7b-5 Implement at risk mentor program to monitor students who are struggling academically. _____

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Methods How will you measure results? E.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected Number of Students Impacted
To increase student academic performance.	AL:A-3 Achieves school success.	Access to tracker/ tracking form, school counselors, psychologist and power school.	Training on the level system and tracking forms.	Results were measures based on grade improvement.	September 5, 2004 to June 9, 2005.	Fourteen students.

Diana Blore
Principal's Signature

6-10-05
Date

Date of Staff Presentation

Holly Evans & Kelly Graham
Prepared by

*Adapted from the ASCA National Model: A Framework for School Counseling Programs



Utah CGP-Closing the Gap Results Report (Small Group) 2004-2005*

Due to USOE by June 15, 2005; may be submitted in other formats but include all information as required below.

School South Jordan Middle School

District Jordan School District

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of Students affected**	Perception Data: Pre and post test, competency attainment or student date **	Results Data: Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Kelly Graham Holly Evans	Students who had three or more F's.	Power grade printouts, tracking forms, handouts of study skills, organization, time management, test taking and coping with stress.	September 5, 2004 to June 9, 2005.	Fourteen students.	Last year 4 th quarter grades were used to determine which students qualified under the level system. Student progress was then tracked and resources implemented.	For 7 th , 8 th and 9 th grade students there was an increase in GPA. (see attached)	This data indicates that student performance increased with the assistance of a tracker. Students learned new skills to improve their academic performance.

Principal's Signature _____

Date _____

Date of Staff Presentation _____

Prepared by _____

*Adapted from the ASCA National Model: A Framework for School Counseling Programs **Include actual numbers and attach data, examples, and documentation

	1st 1/4 GPA	#of F's	2nd 1/4 GPA	#of F's	3rd 1/4 GPA	#of F's	4th 1/4 GPA	#of F's
Jensen	0.762	3	0.486	3	0	7	0.191	5
Rideout	2.238	0	2.409	0	2.8	0	2.951	0
Colligan	1.305	0	1.696	1	0.762	3	2.951	0
Leavitt	0.857	1	0.705	4	0.99	3	0.476	4
	1.291	1.000	1.324	2.000	1.138	3.250	1.642	2.250

Abercrombie	0.457	5	0.571	4	0.886	2	0.477	3
Jolley	0.952	5	0.571	5	0	7	0.81	4
Freeman	1.467	3	1.276	4	1.838	0	1.333	3
Phelps	0.571	4	0.771	3	0.771	4	0.334	5
Husted	1.495	0	2.371	0	2.676	0	2.557	0
Dansie	0.533	5	0.143	6	0.8	3	1.237	3
Dunmire	0.762	3	1.886	1	1.838	0	1.096	2
	0.891	3.571	1.084	3.286	1.258	2.286	1.121	2.857

Dansi	1.333	3	2.238	1	2.211	0	1.722	0
Rideout	1.6	0	1.219	2	3.476	0	2.334	0
Misco	1.378	1	1.033	2	1.878	1	1.612	0
	1.437	1.333	1.497	1.667	2.522	0.333	1.889	0.000

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Union Middle School District Jordan

Target Group:(whole school, entire class) Seventh Grade Students

Target Group selection is based upon the following data/information/school improvement goals: Middle School Transition

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Attendance with parents to Open House and Building Scavenger Hunt	Personal/Social Development	Middle school Spring Open House and building orientation. Registration Mtg. for missed students. Building scavenger hunt. Meet 7th grade teachers, counselors and administrators.	Name tags Clue Sheet Collection bags Candy at stations Door Prizes 3 Administrators 2 Counselors 10 teachers Parents accompanying students Clerical-Student invitations mailed Flyers sent home via 6th grade teachers	Comparison of attendance from previous year 2003-2004 = 170 2004-2005 = 280	March 23, 2005	330

Mary Anderson (Daily) 6/14/05
Principal's Signature Date

6/10/05
Date of Staff Presentation

Ruth Jackson / Brian Gunnell
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



Utah CGP-Guidance Activities Resu' Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Union Middle School

District Jordan

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Brian Gunnell and Ruth Jackson	2005-06 Seventh Grade Students	Mailed invitations Carry home flyers Name tags Sch. Maps Clue Sheets Candy for classroom stations Bags to collect candy Door prizes for general meeting drawing	March 23, 2005	280 of the projected 330= 85% participation increase of 334%	Count raffle tickets collected to measure attendance. Verbal feedback by students and their parents. Teacher verbal feedback.	Increased student requests for 2005-06 school enrollment Several school permits processed after the Open House. Will survey students and parents at the beginning of the new year. Measure 7th grade tardies for the first week of school.	Personal invitation and flyers help get students and their parents to the school. Students are now excited about middle school instead of being nervous. Students now know their way around the school. Fellow-up 7th grade homeroom activity in Aug.

Mary Anderson (Day)
Principal's Signature

Date

Date of Staff Presentation

Brian Gunnell and Ruth Jackson

Prepared By

**Include actual numbers and attach data, examples and documentation

*adapted from the ASCA National Model: A Framework for School Counseling Programs

Union Middle School's 7th Grade "All Treat Scavenger Hunt 2005"

Use the map on the back to find each room in the school by 7:10 P.M.

You do not need to collect your treats in the order listed below.

A school counselor can be a <i>"lifesaver."</i> Meet yours in the counseling center.	
To do research, <i>"Roll"</i> your <i>"Tootsies"</i> into the library learning media center.	
Later in life, you'll learn to <i>"treasure"</i> your TLC technology skills. (Shop 2)	
Learn how to cook with <i>"eggs"</i> and sew with machines in TLC F.A.C.S. (Room 715)	
You won't <i>"mint"</i> your own money in TLC Business, but you'll earn K.A.S.H. (Room M5)	
Not dressing for PE would be a <i>"dum dum"</i> thing to do. Meet your PE teacher in the gym.	
Assistant principals help supervise the lunchroom. Being sent to their office is nothing to <i>"snicker"</i> about. (Cafeteria)	
<i>"Kiss"</i> poor health good-bye and meet your health teacher in Room 706.	
Being the principal is no <i>"laffy taffy"</i> matter. Say hello to Mrs. Anderson in the main office.	
Learn about all the <i>"jolly ranchers"</i> that make up Utah's history. (Room 501)	
Learn about <i>"atomic fire balls"</i> in life science. (Room 711)	
<i>"Smarties"</i> know how to type. (Room 408)	
YOUR LAST STOP IS THE SCHOOL AUDITORIUM BY 7:15 P.M.	

Union Middle School's 7th Grade "All Treat Scavenger Hunt 2005"

Use the map on the back to find each room in the school by 7:10 P.M.

You do not need to collect your treats in the order listed below.

A school counselor can be a <i>"lifesaver."</i> Meet yours in the counseling center.	
To do research, <i>"Roll"</i> your <i>"Tootsies"</i> into the library learning media center.	
Later in life, you'll learn to <i>"treasure"</i> your TLC technology skills. (Shop 2)	
Learn how to cook with <i>"eggs"</i> and sew with machines in TLC F.A.C.S. (Room 715)	
You won't <i>"mint"</i> your own money in TLC Business, but you'll earn K.A.S.H. (Room M5)	
Not dressing for PE would be a <i>"dum dum"</i> thing to do. Meet your PE teacher in the gym.	
Assistant principals help supervise the lunchroom. Being sent to their office is nothing to <i>"snicker"</i> about. (Cafeteria)	
<i>"Kiss"</i> poor health good-bye and meet your health teacher in Room 706.	
Being the principal is no <i>"laffy taffy"</i> matter. Say hello to Mrs. Anderson in the main office.	
Learn about all the <i>"jolly ranchers"</i> that make up Utah's history. (Room 501)	
Learn about <i>"atomic fire balls"</i> in life science. (Room 711)	
<i>"Smarties"</i> know how to type. (Room 408)	
YOUR LAST STOP IS THE SCHOOL AUDITORIUM BY 7:15 P.M.	

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Union Middle School District Jordan

Target Group: 9th Grade Study Skills Class

Target Group selection is based on the following data/information/school improvement goal: Failed one or more core subjects, student/parent contract signed, attendance to Study Skills Class Orientation Meeting

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
<p>To increase student GPA and parent involvement in student success.</p> <p>Students will set and work toward personal goals, creating plans and acquiring resources for achieving those goals. They will expand their knowledge and explore different approaches to learning, and develop personal and interpersonal skills for self improvement and personal fulfillment.</p>	<p>Academic/Learning Dev. AL:A Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.</p> <p>UMS DRSL #4</p>	<p>Single Study Skills teacher and half-time prevention counselor.</p> <p>School adopted daily tracking form.</p> <p>Student rewards.</p> <p>Counselor class presentations.</p> <p>District guest presentors.</p> <p>Class field trip.</p>	<p>1 half-time Study Skills Teacher</p> <p>1 half-time Counselor</p> <p>Daily and weekly tracking form.</p> <p>Student/Parent Study Skills Orientation and signed contract.</p> <p>PowerGrade student/parent training.</p> <p>Goal setting.</p> <p>Guidance and study skills curriculum.</p>	<p>Monitor attendance</p> <p>Bi-weekly student/counselor conferences.</p> <p>Daily/weekly tracking forms.</p> <p>Power Grade</p> <p>Mit-term Progress Reports</p> <p>Quarter Report cards.</p> <p>Parent-Teacher Conferenes.</p>	<p>08/29/04 to 06-10-05</p>	<p>1st Semester 23 9th Graders 76% improved</p> <p>2nd Semester 24 9th graders 84% improved 19 8th graders 58% improved</p>

Mary Anderson (Dunlop) 6/14/05
Principal's Signature Date

6/10/05
Date of Staff Presentation

Ruth Jackson
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

District Jordan

Counselor Interest/Mot. 84%/72% 88%/79%

Date of Staff Presentation

Prepared By

**Include actual numbers supporting conclusions and attach data, examples and documentation

*adapted from the ASCA National Model: A Framework for School Counseling Programs

Study Skills Classes
1st Semester - 2004-2005

4th Term

Per	Contract	L Style	Schedule	1 st GPA	2nd GPA	
3 rd	x	x	0.666	0.666	0.5300	—
3 rd	x	x	0.4761	*0.476	0.2196	—
3 rd	x	x	1.5239	1.524	1.9583	+
3 rd	x	x	1.4445	1.445	1.9049	+
3 rd	x	x	2.222	2.333	2.6219	+
3 rd	x	x	1.8888	2.000	1.5834	—
3 rd	x	x		1.112		—
3 rd	x	x	1.8571	1.333	2.1966	+
3 rd	x	x	1.1427	1.332	1.4404	+
3 rd	x	x	1.0000	1.000	1.7501	+
3 rd	x	x	2.333	2.001	3.1429	—
3 rd	x	x	2.335	(1.000/4)	2.3357.666	—
3 rd	x	x	1.000	0.857	0.3753	—
3 rd	x		1.334	1.278	2.1250	+
3 rd	x	x	1.8094	2.066	2.0416	+
				1 st GPA	2nd GPA	
5 th		x	0.9524	1.3333	1.1667	+
5 th			1.286	2.7998	1.3334	+
6 th		x	1.289	1.7222	0.2500	+
5 th		x	2.289	2.5240	2.2522	+
5 th		x	0.2833	1.5239	0.9324	+
5 th	x	x	1.0800	2.3573	2.7620	+
5 th		x	0.889	1.7419	2.2225	+
5 th		x	1.288	1.5239	0.5239	+
5 th	x	x	1.581	2.778	1.5002	(-)
5 th		x	0.181	1.9049	1.3333	+
				1 st GPA	2nd GPA	
4 th		x	2.089	3.277	3.5000	+
4 th	x		1.583	2.8096	2.7222	+
4 th	x	x	2.086	2.7222	2.1111	+
4 th		x	2.28	2.666	3.3333	+
4 th		x	x			—
4 th	x	x	0.383	1.2778	0.3334	+
4 th	x	x	1.189	2.0111	2.3334	+
4 th		x	1.887	3.0555	2.8333	+
4 th	x	x	0.989	2.8571	1.5406	+
4 th		x	0.981	2.3333	2.7222	+
4 th		x	0.281	2.1216	1.0556	+

Study Life Skills Student Survey 2nd Semester Results 2004-05

We want to improve our Study Life Skills class and need your input. **PLEASE DO NOT** put your name on this survey. The questions asked are to help the counselors and administration evaluate the value of this class. **PLEASE BE HONEST** in your responses.

Mark an "X" in the column that best matches how you feel about the Study Life Skills Program.

Survey Question		Strongly Agree	Agree	Neutral	Disagree
<i>Class Organization and Curriculum</i>					
1. The Study Life Skills class should remain as a semester class.		10	10	15	1
2. The daily tracking forms helped me know how I was doing in my classes on a more regular basis.		6	17	6	7
3. The daily tracking forms helped my parents be better informed of how I am doing in my classes.		9	14	8	6
4. The weekly tracking form helped me and my parents monitor my class performance on a weekly basis.		9	15	4	8
5. The study skills contract helped me and my parents understand what was expected from each of us.		3	17	12	2
6. I check PowerSchool at least once a week.		14	10	7	2
7. My parents check PowerSchool at least once a week.		13	12	7	2
8. I like having time in class to complete my school homework.		18	7	3	
9. I wish I had more time in class to do my assignments.		17	8	7	1
<i>Study Skills Teaching and Counseling Staff</i>					
10. I believe my teacher Mrs. Hess is sincerely interested in helping me do better in school.		8	15	8	4
11. I believe my counselor Mrs. Perry is sincerely interested in helping me do better in school.		13	17	3	1
12. The lessons taught by the teacher are helpful.		6	9	13	7
13. The lessons taught by the counselor are helpful.		7	16	10	1
14. The teacher helped me do better in my classes.		9	13	9	4
15. The counselor helped me do better in my classes.		7	13	12	
16. The individual conferences with the counselor are helpful.		11	16	6	
17. I would recommend this class to my friends.		11	12	7	5
<i>Class Rewards</i>		Helpful	Neutral	Not Helpful	Rank 1-6
Mark how helpful these rewards are for motivating you to do better at school. THEN rank the rewards from 1-6 how you liked them, with 1 being the one you liked most.	<i>"Apples to Apples"</i>	15	19	2	
	<i>Candy Bars</i>	30	4		
	<i>Egg Game</i>	23	11		
	<i>Pickle Party</i>	17	10	6	
	<i>Self-Managed Time</i>	27	5	2	
	<i>3.0 Club</i>	18	12	3	
<i>Mrs. Hess is an effective study skills teacher, but won't be returning next year. Therefore we want your input and suggestions. Please be honest in answering the next two questions.</i>					
23. If I could choose next year's study skills teacher, I would recommend these two teachers.					
24. I would <u>not recommend</u> these two teachers be assigned to teach study skills.					

☐ Mark this box if you have written other suggestions for improving the class for next year on the back of this survey.

Study Skills Classes
2nd Semester

Per.	Contract	L. Style	2 nd GPA	3 rd GPA	+/-
3 rd	x	x	NS	0.524	0.57
3 rd	x	x	1.1904	0.857	-1.034
3 rd	x	x	1.000	2.906	+1.906
3 rd	x	x	1.381	2.904	+1.523
3 rd	x	x	2.722	3.00	+0.278
3 rd	x	x	0.8096	1.000	+0.1904
3 rd	x	x	2.381	2.09	-0.29
3 rd	x	x	1.667	1.951	+0.28
3 rd	x	x	1.167	2.200	+1.033
3 rd	x	x	2.429	2.523	+0.094
3 rd	x	x	1.334	1.809	+0.475
3 rd		x		0.5714	0.9047
3 rd	x	x	1.112	1.287	+0.175
4 th	x	x	1.943	2.714	+0.971
4 th		x		1.668	1.233
4 th	x	x	1.833	3.0714	+1.831
4 th	x	x	1.5714	1.667	+0.100
4 th	x	x	1.4130	2.144	+0.731
4 th	x	x	1.7144	2.0810	+1.100
4 th	x	x	1.5239	2.049	+0.525
4 th	x	x	1.191	1.239	+0.05
4 th	x	x	1.573	2.951	+1.378
3 rd	x	x	0.5714	0.953	+0.38
4 th	x	x	2.667	2.859	+0.19
5 th	x	x	0.857	2.00	+1.143
5 th	x	x	2.049	2.667	+0.618
5 th	x		1.5714	0.9067	-0.6114
5 th	x	x		1.2223	
5 th	x	x	1.333	0.857	-0.476
5 th	x	x	1.5714	2.381	+0.8096
5 th	x	x	1.097	2.001	+0.904
5 th	x	x	2.476	3.381	+0.905
5 th	x	x	0.8571	0.810	-0.047
5 th	x	x	1.810	2.573	+0.763
5 th	x	x	0.9524	1.906	+1.007

5/19/05

↑

0.4584 ↓

2.1906 ↑

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1.6 ↑

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1.76 ↓

1.5714 ↑

3.28 ↑

0.4200 ↓

2.238 ↑

1.047 ↑

Reduction

7 raised their grades 84% 16% lowered grades

Utah CGP--Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School WEST HILLS MIDDLE SCHOOL District JORDAN

Target Group:(whole school, entire class) 9TH GRADE CLASS

Target Group selection is based upon the following data/information/school improvement goals: AL:A1, B1,A3,C1,C2 DRSI #5 & 6

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Students will increase their educational investment by improving their academic performance	AL: A1, B1, A3, B1, C1, C2 DRSL #5 Students will demonstrate basic knowledge and learn individual skills that support future learning DRSI #6 Students will develop skills to work effectively with others	<u>9th Grade Guidance Curriculum</u> -Reality Town (simulation and lessons) -9 th Grade SEOP Conference -Making High School Count Assembly -Semester Credit Check Conference	<u>Core Teachers</u> Deliver pre/post lessons Accommodate space issues in gym/auditorium/library <u>Business /Community</u> RT volunteers MIC speaker Attend SEOP <u>Custodial Staff</u> Physical facilities and set up <u>Student Technicians</u> Prepare auditorium, run assemblies <u>Work Based Cone</u> Liaison with community RT simulation Counseling center Aide <u>LMC</u> Reserve space, set up projector and screen	Compare 8 th grade (4 th Qtr.) academic performance to 9 th grade (1 st and 2 nd Qtr.) academic performance using the GPA as the measure (will compare consecutive 9 th grade classes over time). <u>Counseling</u> Conference with students <u>Materials</u> MIC workbooks RT manual/ workbook RT lessons/assignments RT displays/ banners Computer/ projector/screen SEOP mail/ folders SEOP flyers/ wkst/ booklets Student transcripts Credit make-up info	Start: August 2004 End: April 2005	Approximately 500


Principal's Signature

06/01/2005

Date

SEPTEMBER 27, 2004

Date of Staff Presentation

CHRISTEN RICHARDS-KHONG

Prepared By



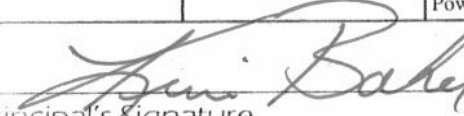
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*adapted from the ASCA National Model: A Framework for School Counseling Programs

Utah CGP– Guidance Activities Results Report (Large Group) 2004-2005*
 Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School WEST HILLS MIDDLE SCHOOL District JORDAN

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Christen Khong Chandra Walker Randy Tree Heidi James	West Hills 9 th Grade	<u>Reality Town</u> R T Resource Manual RT Video RT Volunteer Flyers RT Booths/ RT Displays/ Banners Work Based Learning Staff <u>9th grade SEOP</u> Power Point Presentation Transition to H.S. Flyer 4-Year Plan Career Pathway Credit Worksheet ATE Video/ Flyer Career Magazine <u>Making High School Count</u> Guest Speaker/Assembly Making It Count Wkbk <u>Credit Check Conferences</u> Transcript Credit Makeup Info. Tracking Sheets Powerschool Orientation	August 2004 - April 2005	537	(See Graph)	(See Attachment)	(See Attachment)


 Principal's Signature

06/01/2005

Date

09/27/2004

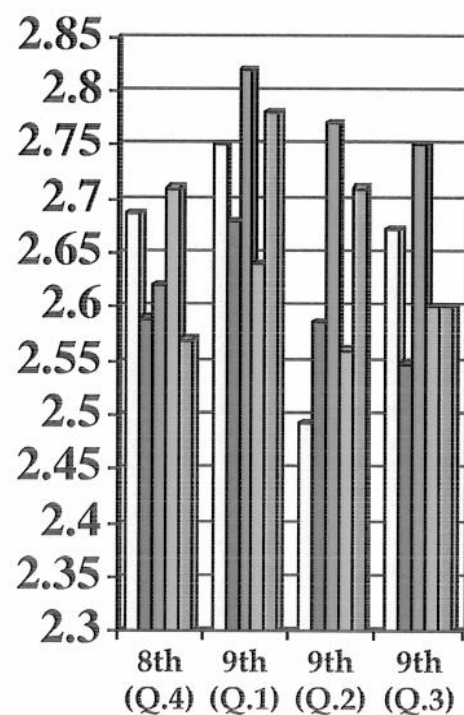
Date of Staff Presentation

CHRISTEN RICHARDS-KHONG

Prepared By

**Include actual numbers and attach data, examples and documentation

West Hills Middle School SEOP Guidance Activities



2000 - 2001 Baseline

Current 9th Grade Guidance

Curriculum Not in Place

2001- 2002 1st Year

Current 9th Grade Guidance

Curriculum in Place and Delivered

During the Course of the School Year.

2002 - 2003 2nd Year

Current 9th Grade Guidance

Curriculum in Place and Concentrated

Between August to January.

2003-2004 3rd Year

Current 9th Grade Guidance

Curriculum in Place a Concentrated

Between August to March.

2004-2005 4th year

Current 9th Grade Guidance

Curriculum in Place a Concentrated

Between August to April.

**West Hills Middle School
SEOP Guidance Activities Results Report
2004-2005**

Results Data

(How did the student change as a result of the lesson or activity?)

Reality Town, Making it Count Assembly and SEOP conferences were concentrated during 1st and 2nd quarter. High School registration and a special Copper Hills High School assembly kept students focused on credits and academic investment during 3rd quarter. The spring activities consisted of conferencing with students that were deficient in credits.

Implications

(What do the data tell you?)

The longitudinal data pattern was similar to other years with a significant GPA peak 1st quarter. The 2004-2005 population began with the lowest 8th grade average and yet made the greatest improvement in 1st quarter showings. There is the trend to a gradual decrease in GPA as the year goes onward. In response to the failure rate, we will be conducting Closing the Gap Small Group studies on chronic failure groups that do not receive any special services. These groups have been identified from the current eighth grade class and will be tracked next year.

Utah CGP- Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

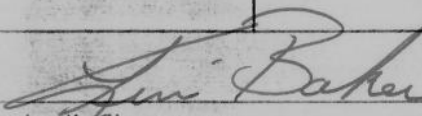
School WEST HILLS MIDDLE SCHOOL

District JORDAN

Target Group: 7TH GRADE SELF SELECT STUDENTS WANTING TO IMPROVE ACADEMIC PERFORMANCE

Target Group selection is based on the following data/information/school improvement goal: DRSL #5, AL: A2, A3

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Interventions(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
Improvement of academic percentages and goal completion	DRSL #5 Students will demonstrate basic knowledge and learn individual skills that support future learning. AL:A2 AL:A3	Power School Lesson Bi-weekly checks on Power School Record of goal in planner Weekly meeting with adult	Counselors collaborate with TLC teachers for lessons Guidance staff conducting meetings with students	Goals and completion/ failure rates will be kept. Weekly Power School records will be kept to note academic % changes	January - February	Approximately 20-35 students


Principal's Signature

06/01/2005

Date

SEPTEMBER 27, 2005

Date of Staff Presentation

CHRISTEN RICHARDS-KHONG

Prepared By

Adapted from the ASCA National Model: A Framework for School Counseling Programs



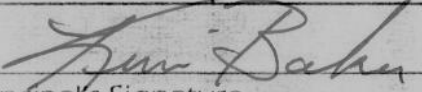
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Utah CGP-- Closing the Gap Results Report (Small Group) 2004-2005*
 Due to USOE June 15, 2005; may be submitted in other formats but include all information as required below.

School WEST HILLS MIDDLE SCHOOL

District JORDAN

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Christen Khong Chandra Walker Randy Tree Heidi James	7 th grade self select students wanting to improve academic performance	Power School training Goal and grade accounting paper Student planner	January 3 – February 3	See attachment	See attachment	See attachment	See attachment


 Principal's Signature

06/01/2005

Date

SEPTEMBER 27, 2005

Date of Staff Presentation

CHANDRA WALKER & CHRISTEN R-KHONG

Prepared By & HEIDI JAMES

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation

CLOSING THE GAP 2004-05

GUIDANCE TEAM

Chandra Walker, Chris
Richards-Khong, Heidi James
& Janet Frazier

GOAL

- To see if weekly meeting and bi-weekly student check of grades on power school leads to an improvement of G.P.A. and/or overall grade percentage

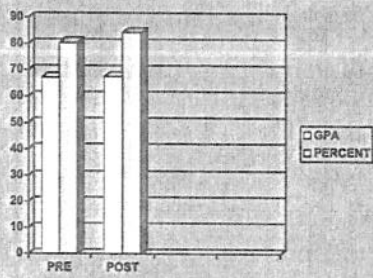
WHY WAS THIS GOAL SELECTED?

- It is a follow up to a power school lesson given to all 7th graders during the first quarter in their TLC classes

RESULTS

	PRE	POST	DIFFERENCE
GPA	2.69	2.71	+0.02
PERCENT	80.59	84.39	+4.31

COMPARISON



MASTERY

- Since students were self-selected, we felt all students would follow through
- We had 23 of 30 students who completed the expectation of checking power school 2 times a week and setting a goal. Students had to complete this 2 of the 4 weeks.

STRATEGIES

- Having students responsible to check power school on their own was successful and unsuccessful. With 7th graders they would often forget.
- Having students explain one on one with a counselor why they did or did not check power school and/or set goals helped improve accountability

WHAT WE LEARNED

- The strategies were effective in building positive relationships with students.

STUDENT REACTION

- Students came down to the Counseling Center when requested.
- Students liked the small treat they received for follow through.

RELATIONSHIPS

- Built positive relationships between counselors and students.
- After, some students came to the counseling center with other concerns.

WHERE DO WE GO?

- We would like to see if parent involvement would bring about greater success.
- Next time compare with a control group.

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School West Jordan Middle School District Jordan

Target Group:(whole school, entire class) 9th grade class

Target Group selection is based upon the following data/information/school improvement goals: As outlined in our school Improvement

Plan: improve academic performance

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Increase GPA	Improve academic self-concept	-Classroom presentations -Simulated financial practices and decision making	Teachers from English, Math, and Geography as well as approximately 60 community volunteers	Compare midterm GPA to 1st quarter GPA	October 5 to November 8 2004	324

[Signature]
Principal's Signature

6-10-05
Date

Date of Staff Presentation

Lula Isaacson
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



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Utah CGP-Guidance Activities Resu' Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School West Jordan Middle School District Jordan

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Lula Isaacson and David Shirley	9th grade students	-Checkbook writing -Resume and application -School to work lecture and discussion	October 5 November 8 2004	324	Compare mid term to 1st quarter GPA	35% of students increased their GPA (115 of 324 students)	The simulated experience had a postive affect on GPA for more than 1/3 of our students Students can utilize the experience to further increase academic performance

J. Mattes
Principal's Signature

6-10-05
Date

Date of Staff Presentation

Lula Isaacson
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School West Jordan Middle School District Jordan

Target Group: Small group of 7th & 8th grade boys identified by school counselors

Target Group selection is based on the following data/information/school improvement goal: _____

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Improve students' interactions with peers and school personnel.	Students will utilize processes to set and achieve goals, make decisions, and solve problems	Social skills group-facilitated by Hema Katoa and David Shirley.	Student Intervention Services (At risk)	Number of referrals/suspensions will be aggregated upon completion of the group intervention. Dynamics of citizenship will be analyzed.	January 25 through March 22	Nate Brent David Kade Mike 5 students

J. Mattes
Principal's Signature

10-10-05
Date

Date of Staff Presentation

David Shirley
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



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Utah CGP- Closing the Gap Result Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School West Jordan Middle School

District Jordan

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
David Shirley and Lula Isaacson	A group of five 7th and 8th grade boys	Curriculum was supplied by Student Intervention Services	January 25 through March 22	5	Number of refferals and suspensions before and after intervention. Citenzenship grades before and after intervention.		The group experience provided an opportunity to explore the use of problem solving and decision making skills. The data indicates very change in behavior.

J. Mattes
Principal's Signature

6-10-05
Date

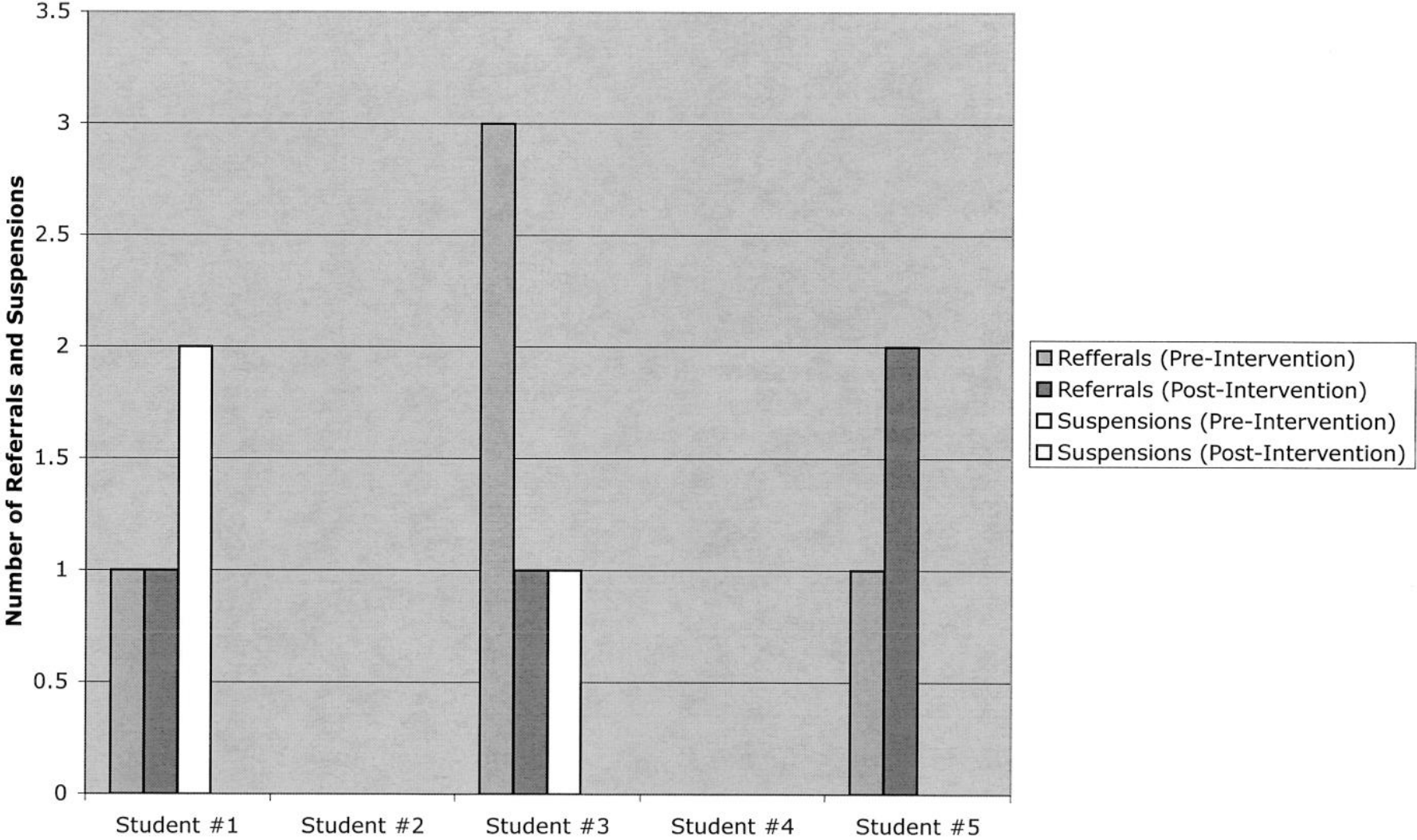
Date of Staff Presentation

David Shirley
Prepared By

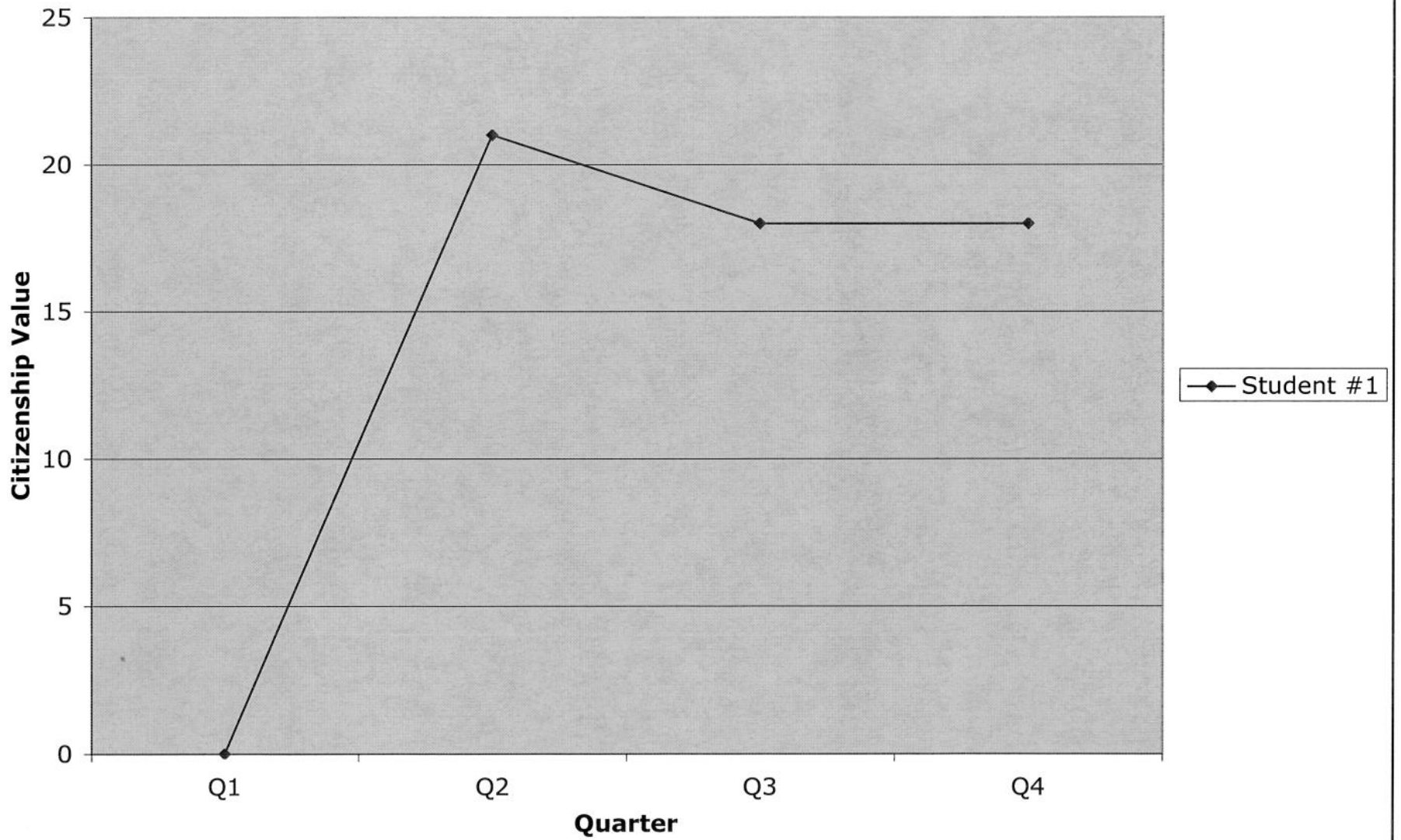
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**Include actual numbers supporting conclusions and attach data, examples and documentation

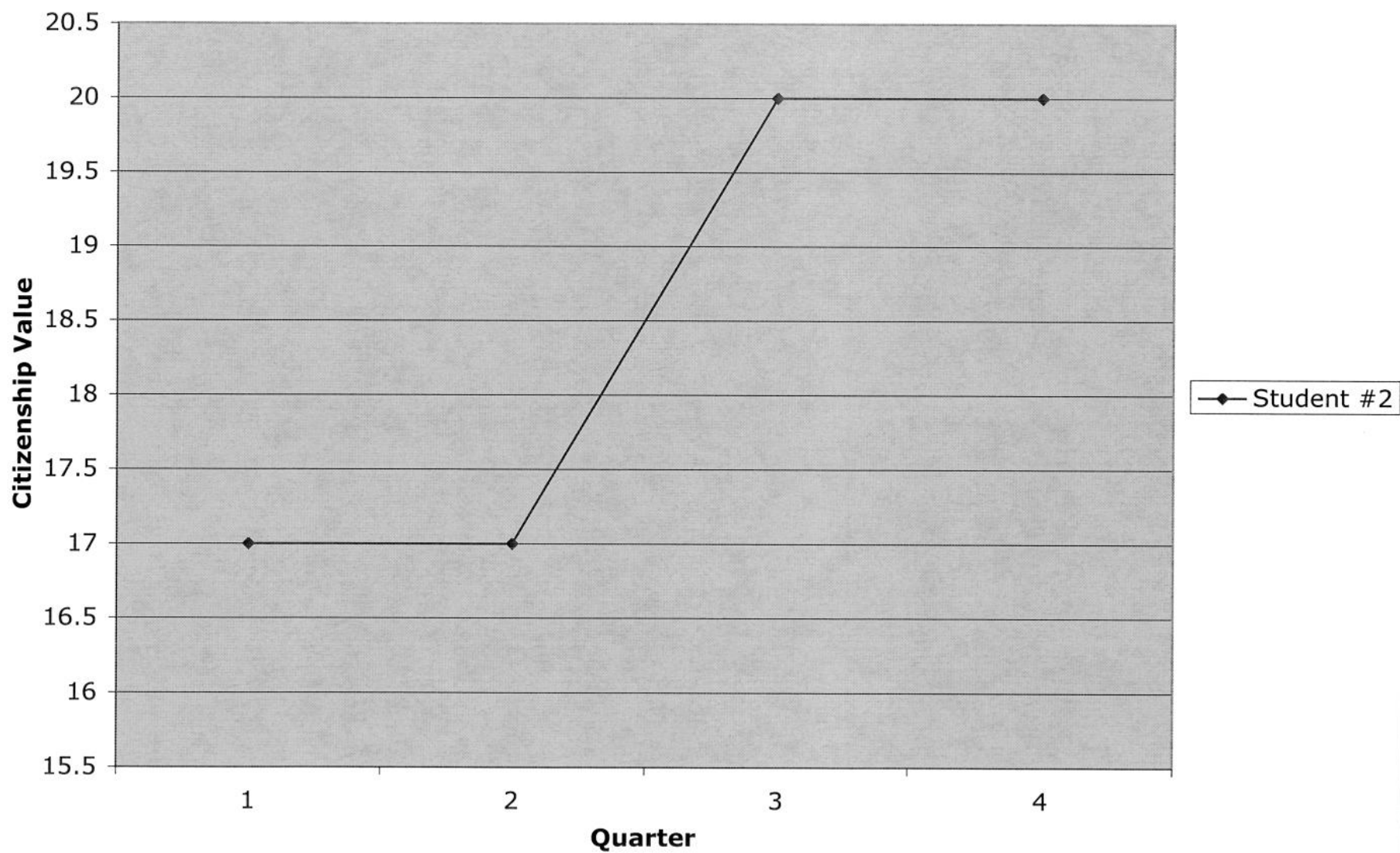
Suspensions and Referrals



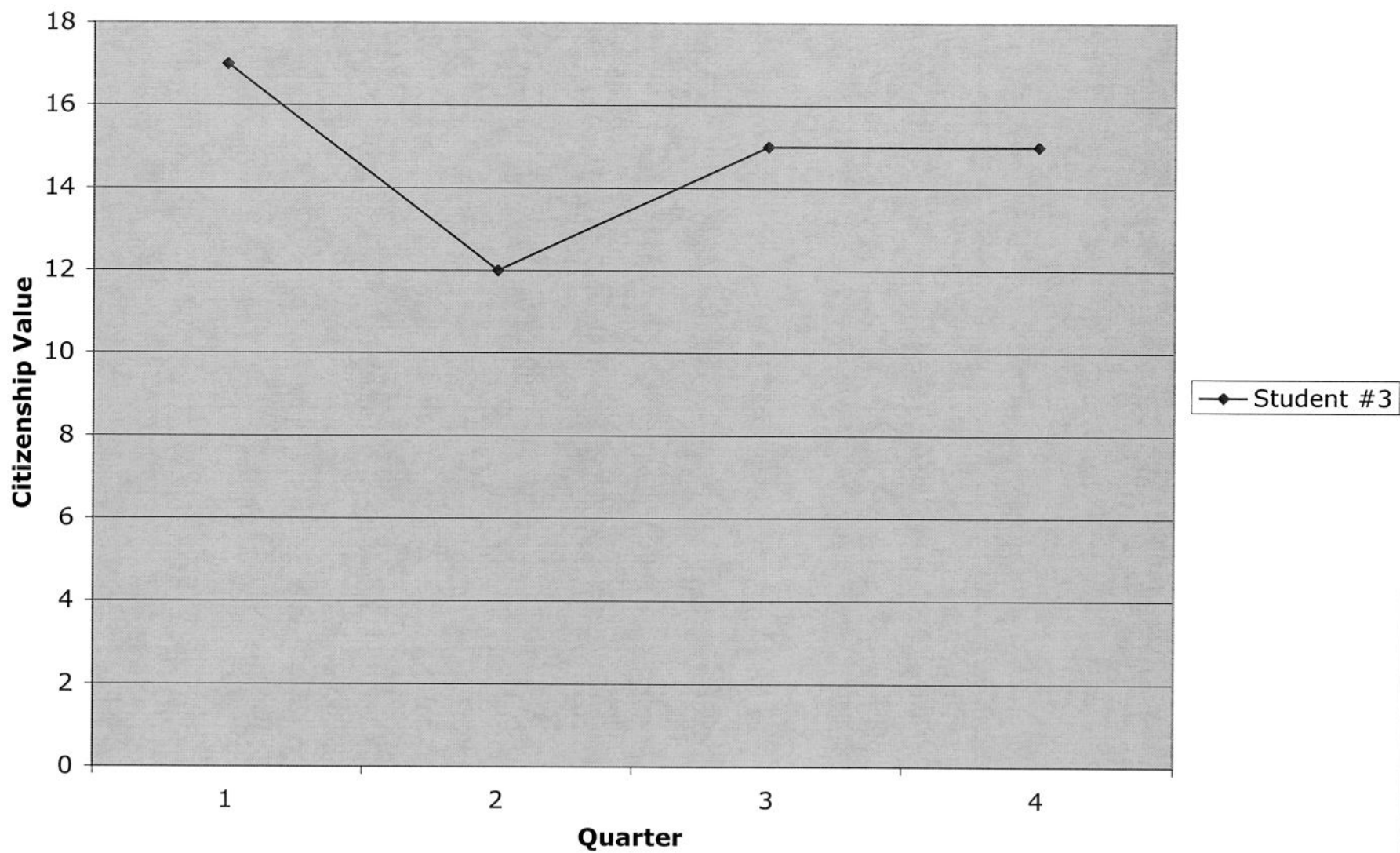
Student #1



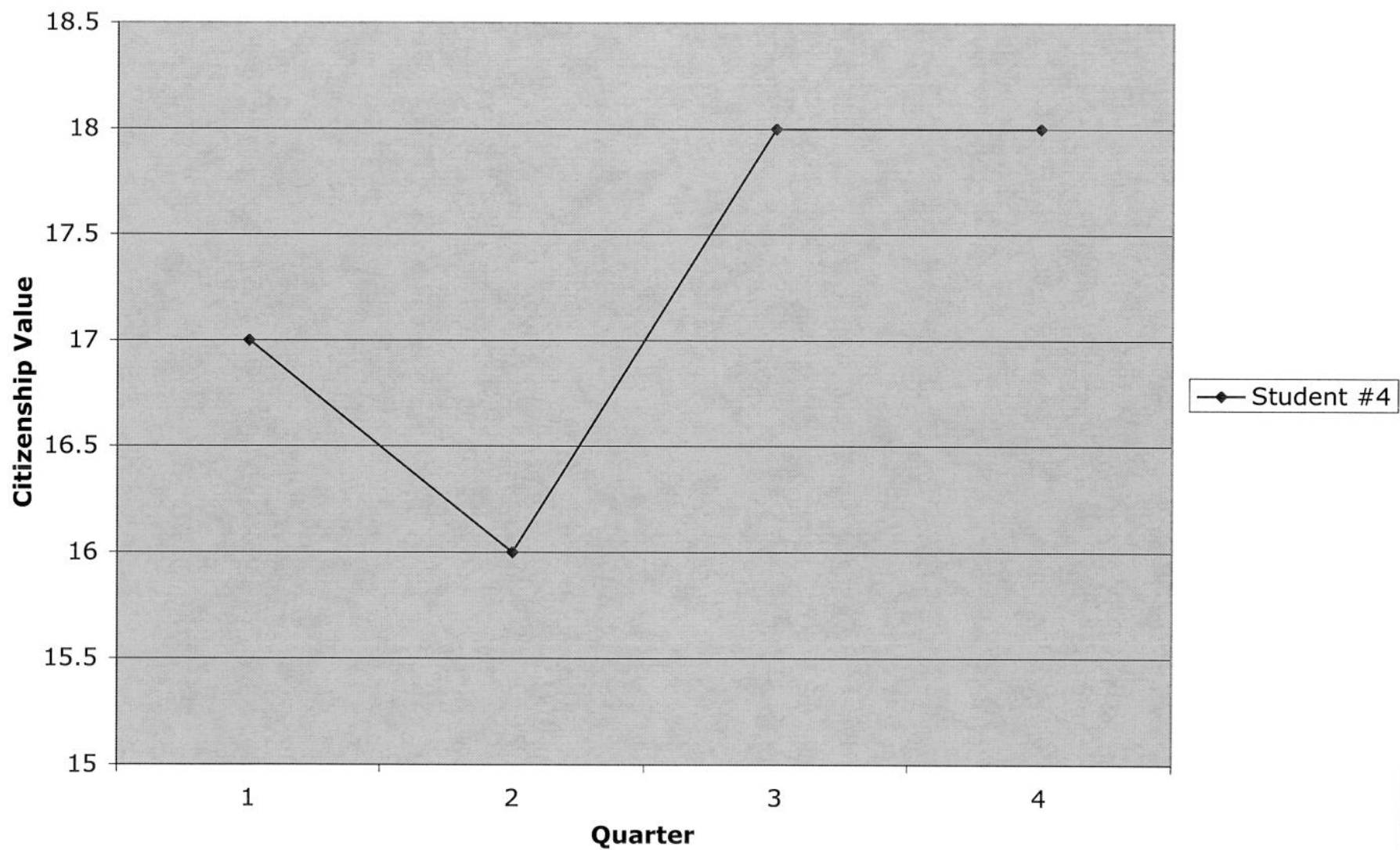
Student #2



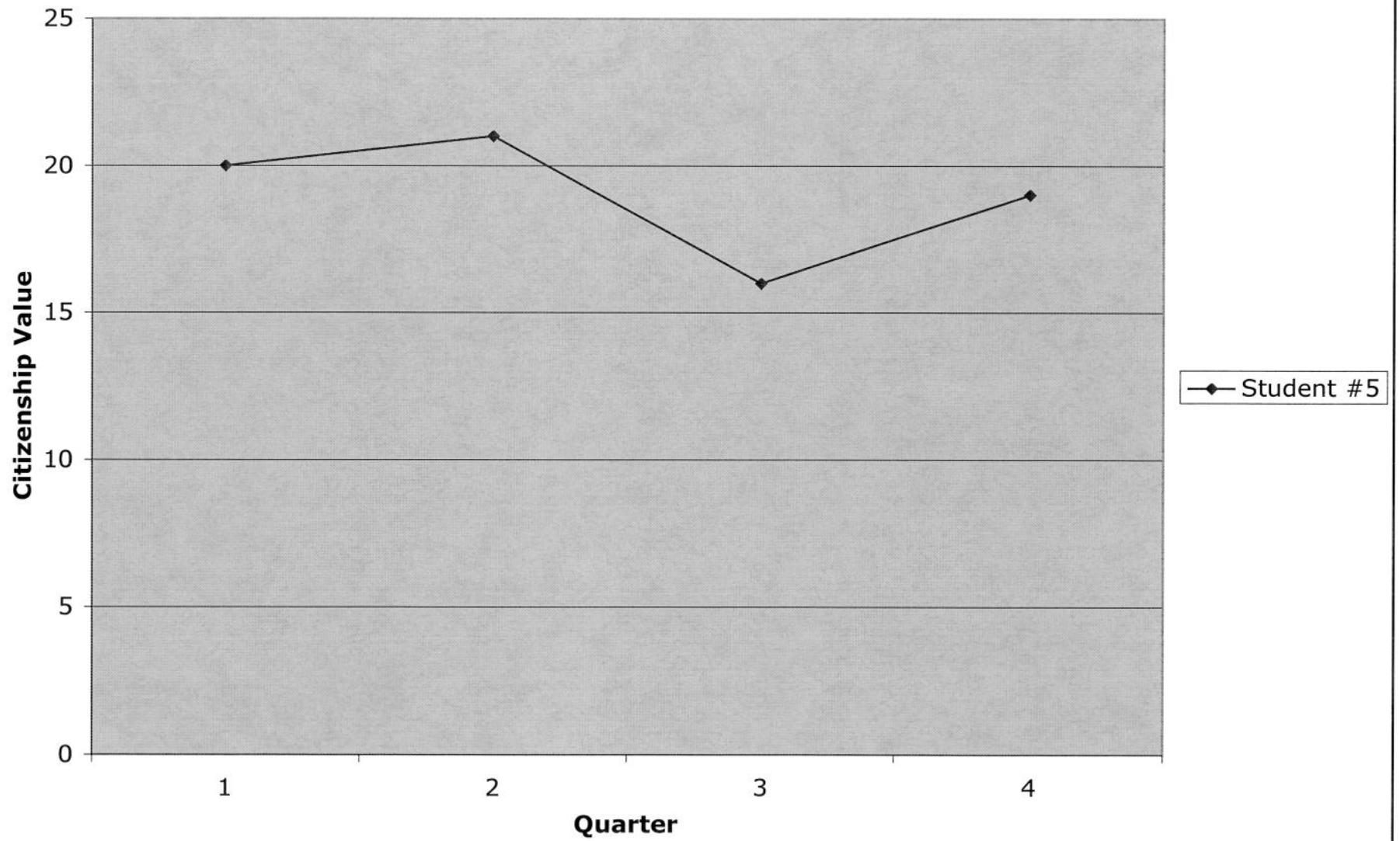
Student #3



Student #4



Student #5



The citizenship value was determined by assigning a value to each of the four possible citizenship grades i.e. H = 4, S = 3, N = 2, and U = 1. For each student a quarterly value was calculated by summing the values of their citizenship grades. Each student has for individual citizenship values except for student #1. This student did not attend WJMS during the 1st quarter of 2004-05.

It is important to point out that the intervention took place during the 3rd quarter of the 2004-05 academic year (January 25th through March 22).